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ABSTRACT

A project was conducted to develop and assess a highly job related personnel selection battery that could be administered to inexperienced applicants for positions as public assistance workers in departments of public welfare or unemployment offices. The Public Assistant Worker Job Trial (PAWJT) is called a job trial because instead of attempting to measure general intelligence or determine a person's aptitude profile it presents the applicant with behavioral tasks and problems which are simulations of tasks encountered on the job. The job analysis phase of the project was conducted to provide a complete and accurate description of the task domain of the Income Maintenance Worker Trainee (IMWT) job class. The field job analysis data were gathered by interviews and observations conducted during 1973. The second phase, conceptualization of the job trial design and construction of the test battery, included development of prototypes, pilot testing, revision, and production of materials for phase 3, the validation study. Phase 3 sought to establish the extent to which valid inferences could be drawn about probable job performance from performance on the PAWJT. Reliability was found to be .95. Recommendations regarding operational implementation by State and local governments are included in this report. (WL)

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JTRC-TR-7601

PUBLIC ASSISTANCE WORKER

JOB TRIAL®

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FINAL TECHNICAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared for:

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Job Trials Research Center
A Division of the Jewish Employment & Vocational Service
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TABLE OF CONTENTS

RECOMMENDATIONS	1
SUMMARY	4
INTRODUCTION	7
JOB ANALYSIS	9
Purpose	9
Methodology	9
Findings	12
Inputs to Job Trial Conceptualization	23
JOB TRIAL CONSTRUCTION	25
Conceptual Design	25
Prototype Development	33
Pilot Testing	45
Revisions	45
Production of Materials	59
Final Design for Validation	59
Development of the Scoring System	64
VALIDATION RESEARCH	67
Logical Validity	67
Statistical Validity	70
The Sampling Plan	71
Description of the Sample	74
Testing Procedure	82
Collection of Criterion and Biographical Data	83
Results	85
APPENDICES	
A. Job Analysis Site Visit Locations	119
B. Interview Guide - Job Analysis	120
C. Job Analysis Sheet	125
D. Job Specifications: Income Maintenance Worker Trainee and Income Maintenance Worker I	128
E. Instructions Given to "Next Response" Raters	131
F. Next Response Examples	135
G. Rater Questionnaire	141
H. Work Specific Rating Instrument	142
I. Overall Ranking Instrument	149
J. Biographical Information Form	150
K. Relevance Rating I - Civil Service Test	156
L. Relevance Rating II - Job Trial	157
M. Relevance Rating III - Relevancy of Job Trial Subtests Compared to Specific Work Tasks	158

LIST OF TABLES

Table		Page
1	IMWT Caseload Distribution	14
2	Responses to Necessary Skills Question in Descending Order of Frequency	17
3	Responses to Necessary Qualifications Question in Descending Order of Frequency	18
4	Estimated Time Spent on Major Task Areas	20
5	Type of Supervision in Descending Order of Frequency	21
6	Reported Performance Criteria in Descending Order of Frequency	22
7	Most Frequently Mentioned Difficult Task in Descending Order of Frequency	23
8	Reorganization of Tasks - Budgeting and Eligibility Determination	33
9	Specifications of the Validation Version PAWJT (Full Battery)	63
10	Sex, Position, Length of Experience, and Race of "Next Response" Raters	65
11	Public Assistance Worker Job Duties and their Corresponding Job Trial Subtests	68
12	Biographical Breakdown of Validation Sample of Job Incumbents	76-81
13	Mean, SD, and Relationship between 1st and 2nd Line Supervisory Ratings for Six Job Factors	86
14	Relationship among Supervisory Rating Factors (1st and 2nd Line Supervisors Combined)	88
15	Intercorrelations of PAWJT Subtests with Each Other and with Civil Service Test Total Score	90
16	Means, SD, and Percent Equivalents for 9 PAWJT Subtests	91
17	Zero Order Correlations of the PAWJT and Civil Service Examination Score Against Three Independent Criteria	93

Table		Page
18	Specific Validity Coefficients for the 9 PAWJT Subtests	94
19	PAWJT Battery Reliability and Concurrent Validity for Total Group and by Race, Compared to Pennsylvania Civil Service Examination	96
20	Means, SD's of Criteria, Tests, and Relevancy Responses by Demographic Factors	98-110
21	Biographical Data and Relevant Criterion Mean Intercorrelations	111
22	Validity of Amount of Education for Predicting Job Success	112
23	Prior Work Background and Mean Supervisory Ratings of Job Success	113
24	The Magnitude of Racial Performance Mean Differences	115

FIGURES

1	IMWT and Supervisor Perceptions of Time Spent in Major Task Areas	19
2	Hierarchy of Tasks: Budget and Eligibility Determination	27
3	Initial Prototype - Scheduling Subtest	38-40
4	Second Prototype - Scheduling Subtest	42-44
5	Revised Prototype - Scheduling Subtest	49-50
6	Employment Information Form - Pilot Test	51
7	Employment Information Form - Validation	52
8	"Next Response" Items	54-58
9	Mean Relevancy Ratings: PAWJT vs. Civil Service Test by Job Title	69
10	Mean Relevancy Ratings: PAWJT vs. Civil Service Test by Race	117

RECOMMENDATIONS

JTRC makes the following recommendations to the Civil Service Commission of Pennsylvania, and of any other state or local jurisdiction that may want to implement the Public Assistance Worker Job Trial (PAWJT) in their Welfare Department employment program. It is recommended:

1. that, in situations where administration time, scoring costs, and audio equipment logistics are the main consideration, the PAWJT Short Version (Form A) be administered, scored, and interpreted in accordance with the instructions contained in the PAWJT Test Manual;

2. that, in situations where maximization of content validity is the main consideration, the PAWJT Full Battery be used. In either case,

   a) the administration is likely to result in a more positive attitude toward employment testing on the part of applicants than are the more traditional Civil Service tests,

   b) the experience may cause some applicants to self-deselect on the basis of having thus "tasted" the job,

   c) the scoring incorporates a system of weights which result in very comparable statistical validity coefficients for black and white incumbent subgroups,

   d) the interpretation should constitute an important element in the hiring decision, with the provisos noted in this Technical Report and in the Manual;

3. that jurisdictions with large numbers of examinees have their test research staff investigate the conversion of the Answer Booklet (or portions thereof) to machine scoreable format;

4. that a study be launched to develop a reliable system for collecting and storing objective job proficiency data with particular attention directed to appropriateness of eligibility decisions and accuracy of payment determinations;

5. that one or more jurisdictions begin collecting PAWJT data on applicants with the goal of conducting a longitudinal validation study using objective criteria. This type of study would yield data indicating the predictive usefulness of the PAWJT as it is being applied in specific settings;

6. that, after initial training by JTRC, the Pennsylvania Civil Service Commission train PAWJT administrators and scorers and maintain quality control of utilization efforts in Pennsylvania;

7. that a tight security system be maintained with regard to the Manual, Test Booklets, Answer Booklets, tapes, and Answer Keys. Should any part of these materials become common knowledge, it could very well invalidate current use of the tests as well as affect future implementation of the PAWJT;

8. that one or more jurisdictions investigate other possible applications of the PAWJT such as: upgrading lower level clerical staff, diagnosing training needs, and/or evaluating DPW training programs;

9. that any jurisdiction using the PAWJT include that fact in public information releases regarding welfare system improvements;

10. that, inasmuch as the skills which are tested by the PAWJT can be learned, it is appropriate to permit an applicant who performs poorly to retake the tests. Sufficient time should elapse between testings to increase the likelihood that the applicant has indeed improved his or her skills;

11. that the same form of the PAWJT should not be administered to the same individual more than two times. Otherwise, since identical items would appear repeatedly, the applicant's score might reflect memory factors rather than the increased mastery of the skills which the score might imply; and

12. that an appropriate agency develop or fund the development of one or more alternate form(s) of the PAWJT in order to permit additional re-testing (when indicated), to enlarge utilization options, and to protect the integrity of the existing form.

SUMMARY

A. The Public Assistance Worker Job Trial (PAWJT) is one of several highly job related, content valid employment test batteries being developed by the Job Trials Research Center (JTRC), a Division of the Jewish Employment and Vocational Service of Philadelphia.

B. PAWJT developmental research activities were funded primarily by the U.S. Department of Labor (Employment and Training Administration), with nominal "matching" funds coming from the Commonwealth of Pennsylvania Civil Service Commission (Division of Research and Special Projects).

C. The position for which a Job Trial was to be constructed was identified as Income Maintenance Worker Trainee (IMWT).

D. Job analysis was the first major phase of the project. It was carried out as a joint activity by JTRC and CSC staff; and a report was prepared. This phase had two objectives:

1) To generate the information necessary to construct a test battery which accurately reflects or simulates the job element domain.

2) To identify criteria usable in the validation phase of the project.

E. The job analysis results established that:

1) Nineteen non-trivial job elements existed which were subsumable under five categories:

Organizing work load
Interpreting and applying DPW policy
Interviewing clients and others
Writing reports, correspondence, and filling out forms
Calculating budgets

2) With regard to criteria,

a) no objective job proficiency measures were found

b) supervisors appear to have sufficient opportunity to observe incumbents' work and make evaluational judgments of quality of job performance

c) a first and second level supervisor can be identified who can rate each IMW in the validation sample so as to establish the inter-rater reliability of the criterion data. CSC assumed responsibility for the development of the rating instrument.

F. The next major phase to be completed was the conceptualization and the construction of the PAWJT.

1) The conceptual design for the test battery was prepared by JTRC and reviewed by the Pennsylvania Civil Service Commission. Its contents are outlined below:

a) Budgeting and Eligibility Determination

(1) Finding information in numerical tables

(2) Solving selected arithmetic problems

(3) Calculating simple budgets

(4) Determining welfare category

(5) Calculating a complex budget and determining eligibility

b) Culling Information from Interviews

(1) Extracting information from written material

(2) Extracting and noting interview information

(3) Writing a short narrative and filling out a form

c) Interviewing Clients: Making interview responses

d) Identifying Policy

(1) Choosing among alternative policy statements

(2) Identifying the correct policy among misstatements

e) Scheduling: Establishing priorities and scheduling appointments

f) Making Referrals: Selecting tne appropriate agency

2) Prototypes of all components, including an audio-taped interviewing simulation, were developed and pilot-tested "in house" as they were produced.

3) A final tryout of all prototypes was conducted in Philadelphia in January 1975 with six examinees, two of whom were IMW's and the remaining four worked in various other capacities at DPW. Adequacy of format, instructions, and time limits was noted.

4) Based on this tryout, several revisions on prototypes and instructions were made. Scoring procedures were established.

5) Final versions of the audio-taped subtests were recorded by actors under studio conditions. Printed materials for the PAWJT validation study were produced, duplicated, and assembled.

G. The third major phase of the project sought to establish the extent to which valid inferences could be drawn about probable job performance from performance on the PAWJT.

1) The logical evidence for the validity of such inferences is contained in the close correspondence between the task domain on the job with that of the test battery. (See Conceptual Design section, pp. 25-32 and also Table 11, p. 68.) An empirical test of how successful we were in constructing a logically job related selection instrument was carried out by asking the job incumbents to rate the PAWJT and the Civil Service Examination on their job relevancy. The mean rating was 80% for the former, 40% for the latter.

2) The statistical or criterion-related validity evidence was collected in Summer 1975 and is contained in the correlation coefficients of the nine PAWJT subtest scores with three different criteria. Twenty-one of the 27 coefficients are significant at $p < .05$ or better. The median $r = .31$, ranging from .08 to .59.

3) For comparison, the 24 Civil Service Examination correlation coefficients include two which are significant at $p < .05$ or better. The median $r = .145$, ranging from -.07 to .49.

4) Looking at total PAWJT battery validity, $r = .36$ ($p < .01$) compared to $r = .14$ (n.s.) for total Civil Service test score. The coefficients are very similar for both racial subgroups.

5) PAWJT reliability was found to be .95 for the full battery (using a stratified alpha procedure) and about the same for the shorter version.

H. Several recommendations regarding operational implementation by state or local governments are included in this report.

INTRODUCTION

The Public Assistance Worker Job Trial (PAWJT) is a product of the Job Trials Research Center. The aim was to develop and assess a highly job related personnel selection test battery that could be administered to inexperienced applicants for certain positions in departments of public welfare or unemployment offices. This activity is part of a larger program which is funded by the U.S. Department of Labor (Contract No. 82-42-72-08) and several private sector employers. The Pennsylvania Civil Service Commission and JTRC entered into a Service Purchase Contract in January 1973 providing nominal supplemental funding for development of the PAWJT.

The PAWJT and similar test batteries developed by JTRC are called Job Trials because, instead of attempting to measure general intelligence or determine a person's aptitude profile, they present the applicant with behavioral tasks and problems which are simplified simulations of tasks encountered on the job. In taking a Job Trial personnel selection battery the applicant is, in a way, "trying out the essentials" of the job at a simplified level. As a result, the applicant may be hired, not hired, or may decide to terminate the job application process.

The Pennsylvania Civil Service Commission was interested in the development of a Job Trial for the position of Income Maintenance Worker Trainee within the Pennsylvania Department of Public Welfare. For our part, JTRC was most interested in producing a superior selection test battery for this position, inasmuch as it could contribute to the solution of a salient problem, viz. the high incidence of welfare payment errors, which the U.S. Secretary of Health, Education, and Welfare called a national scandal, not due to fraud by recipients. (Philadelphia Inquirer, 21 December 1973)

Clearly, also, a second important objective was to determine whether any mean differences between racial subgroups could be eliminated or reduced from those that might be found with the existing selection battery. A third objective was to produce a test battery in which the relationship between test content and job content was obvious, since the Pennsylvania Civil Service Commission had previously found in a survey[1/] that 26% of test takers did not feel that the test they had taken was job related. A fourth objective of the study was to examine whether education and/or prior work experience were viable predictors of job success ratings.

This report describes the major developmental phases and the research results of the PAWJT activity viz.: job analysis, Job Trial construction, the validation study, and the validity and reliability findings. Some recommendations to the Pennsylvania Civil Service Commission for the implementation of the PAWJT are presented.

1/ Private communication from the Division of Research and Special Projects, Pennsylvania Civil Service Commission, 31 May 1974.

JOB ANALYSIS

We present below the objectives, the methods, and the findings of the job analysis phase of the PAWJT project, and how the findings impacted upon the succeeding development phase.

Purpose

The purpose of the job analysis phase of the project was to provide a complete and accurate description of the task domain of the Income Maintenance Worker Trainee (IMWT) job class. The goals were to identify the significant elements of work behavior and to describe fully these non-trivial and frequently done tasks, which would subsequently be simulated in the Job Trial. In addition, preliminary attempts were made to identify criteria which could be used during the test validation phase of the project.

Methodology

A generalized overview of the job duties of IMWT's was first gleaned from the Dictionary of Occupational Titles (3rd Edition, 1965).

The field job analysis data were gathered by interviews and observations conducted during 1973. The DOT descriptions served to structure the empirical information gathering. Information concerning the IMWT training program was provided by the Department of Welfare (DPW) which was also responsible for scheduling and other arrangements. Staff members of the State Civil Service Commission (SCSC) and Job Trials Research Center (JTRC) were jointly responsible for the job analysis phase of the project.

The initial analysis was conducted in the five counties which comprise the Southeastern Region of the Pennsylvania Department of Public Welfare. After initial analysis was complete, additional data were collected from nine

other counties throughout the state. These counties were chosen to be as representative as possible of the varying population density patterns in the state and to insure the statewide applicability of the job analysis findings. The fourteen counties sampled in the two phases include rural, suburban, and urban areas (Appendix A). Furthermore, approximately 65 percent of the IMWTs employed in the state work in these fourteen counties.

Subjects for job analysis were selected with the assistance of DPW Regional Office staff. Incumbents were first stratified according to job function, type of training, and length of experience. Only incumbents with at least 4-6 months experience were included. Subjects and alternates were randomly selected for job analysis from the stratified sample. Care was taken to insure that the final sample was representative of the various types of job assignments. The resulting sample was also representative in terms of sex and race.

Sixty-three (63) Income Maintenance Worker Trainees were interviewed and/or observed performing their normal duties. Twenty-one (21) first line supervisors were interviewed. Approximately five (5) trainees and two (2) first line supervisors were interviewed and/or observed at each site.

At each location the job analysis interview and observations were preceded by two 45-minute briefings. The first briefing was addressed to management personnel; the second included the IMWTs and first line supervisors which had been selected for interviewing and observation. During the briefings, the Job Trials concept and the details of the project were explained. The purpose of the interviews was discussed and the participants were given an opportunity to offer questions and comments about any aspect of the project.

Individual interviews were approximately 45 minutes in length. The questions asked were aimed at identifying the most important elements of work

behavior and the knowledge, skills, and abilities necessary to do the job. An interview guide was developed (see Appendix B) for use in the interview phase of the job analysis. Although it was originally intended for the initial analysis only, it was ultimately used for all data collection. Responses were recorded on a job analysis work sheet (see Appendix C). Respondents were assured that their answers would be confidential and that no identifying information would be included on the papers used to record their answers. IMWTs and first line supervisors were asked essentially the same questions.

Observations lasted from one to three hours. During the briefing, incumbents who were scheduled for observation were given an opportunity to eliminate themselves from the observation list. They were assured that no observations would be conducted without the permission of both the worker and the client. None of the selected subjects requested elimination from the list and no clients or workers withheld permission to be observed during an interview. Observations were conducted at the desks of trainees while they were performing routine desk duties, in interview booths during intake and call-back interviews, and in the homes of clients during redetermination interviews.

In addition to the data collected from incumbents and first line supervisors, information was obtained from the following:

Management (i.e., second line supervisors, executive directors, and personnel officers) in local DPW offices

Management and training personnel in the Southeastern Regional Office of DPW

Personnel analysts - Central Office (DPW)

Representatives of the Pennsylvania Social Services Union (PSSU), which represents IMWTs as a collective bargaining agent

In June of 1973 a staff changeover occurred at JTRC. For the purpose of staff orientation and verification of previously collected data, two additional site visits were made by JTRC. Thirteen interview/observations were completed; six with supervisors and seven with workers. Although the results of these visits corroborated previous findings, they are not included in the final data analysis due to the special nature of these visits.

Findings

This section reports the relevant D.O.T. descriptions and the field findings of the five major analytic areas. These areas are: the description of the work/task domain, perceptions of skills and qualifications necessary to perform the job, time spent on major tasks, type of supervision, evaluation criteria, and perceived difficulty of tasks.

D.O.T. Descriptions

Income Maintenance Worker as such does not appear in the D.O.T. Four position titles come close. They are: Caseworker, Case Aid, Interviewer and Claims Adjuster, and Unemployment Benefits Claims Taker. The four descriptions are given below.

> CASEWORKER (profess. & kin.) 195.108. Counsels and aids individuals and families requiring assistance of social service agency: Interviews clients with problems, such as personal and family adjustments, finances, employment, and physical and mental impairments, to determine nature and degree of problem. Secures information, such as physical, psychological, and social factors, contributing to

client's situation and evaluates these and client's capacities. Counsels client individually or in groups regarding plans for meeting needs and assists client to mobilize his inner capacities and environmental resources to improve social functioning. Aids client to modify attitudes and patterns of behavior by increasing understanding of himself, his problems, and his part in creating them. Refers clients to community resources and other organizations. Compiles records. May secure supplementary information, such as employment, medical records, or school reports. May determine client's eligibility for financial assistance. May work in collaboration with other professional disciplines. Usually required to have knowledge and skill in casework method acquired through Master's degree from accredited graduate school of social work. (p. 105)

CASE AID (profess. & kin.) 195.208. Works on simpler aspects of cases or provides service to less complex cases, under close and regular supervision of CASEWORKER. (p. 104)

INTERVIEWER AND CLAIMS ADJUSTER (gov. ser.) 169.168. claims representative. Interviews claimants and adjudicates claims of persons seeking benefits provided by Social Security laws: Informs interested persons of filing requirements and benefits provided by Old-Age, Survivors, and Disability Insurance laws. Obtains information for processing claims by interviewing applicants and reviewing and verifying documents, such as birth certificates, marriage licenses, divorce decrees, and certificates of disability. Records information on specified forms. Reviews and interprets State and Federal laws to determine legality of applicant's claim. Prepares reports of findings and determinations. (p. 390)

CLAIMS TAKER, UNEMPLOYMENT BENEFITS (gov. ser.) 169.268. benefits interviewer; contact representative; unemployment-insurance-claims taker. Interviews unemployed workers and compiles data to determine eligibility for unemployment benefits: Elicits from claimant pertinent details of work history, reason for job separation, and availability for work to determine claim eligibility and paying jurisdiction or type of claim to be filed. Records information on prescribed claim record form and obtains claimant's signature. Interviews claimants returning at regular intervals to certify for weekly benefits to determine details of continued eligibility, availability for employment, and amount of part-time earnings received during certification period. Directs claimants to supervisor

> on suspicion of ineligibility, fraud, or refusal of employment. May adjudicate claims to render claimant eligible or ineligible, impose temporary disqualifications for specified offenses, and question claimant or employers to ascertain claimant is complying with spirit of benefit statute. May interview applicants for jobs and attempt to place them in positions, according to their work experience and personal qualifications. May compute weekly benefit, using chart or benefit formula. May be designated according to specialty as INTERVIEWER, INITIAL CLAIMS; LINE INTERVIEWER; RECIPROCITY INTERVIEWER, INTERSTATE CLAIMS. (p. 132)

Work/Task Domain

The duties of Income Maintenance Worker (Trainees and Category I) appear to be consistent with the D.O.T. descriptions above and the August 1973 job specifications of the DPW (Appendix D). Several incumbents believed that they were actually performing the duties of caseworker, but the percentage of these was small.

The distribution of type of caseload carried by trainees in the sample is outlined in Table 1.

Table 1. IMWT Caseload Distribution.

Type of Caseload	Number of Trainees	%
General caseload	34	54
Single Income Maintenance category	11	17
Medical Assistance and Food Stamps (Non-Assistance)	7	11
Intake	8	13
Unspecified	3	5
	63	100

As indicated in Table 1, the largest percentage (54%) of trainees carried general caseloads which include all categories of Income Maintenance. Usually this load includes large numbers of Aid to Dependent Children (ADC) cases. Intake, Medical Assistance, and Non-Assistance Food Stamps divisions were found to be fairly common units among Income Maintenance offices. Trainees within the single Income Maintenance category specialize in one type of case such as housing, ADC, or General Assistance. The functions of these units are carried out in essentially the same manner as general caseloads with the exception that different forms and sections of the DPW policy manual are used. Whether or not units of special function are established depends on the needs and policies of each individual office.

The non-trivial tasks performed by Income Maintenance Worker Trainees were found to be as follows:

1. Interviews clients.
2. Writes narrative reports.
3. Fills out forms.
4. Computes budgets.
5. Uses the telephone.
6. Verifies data reported by clients.
7. Determines relevant policy from DPW manual.
8. Determines eligibility for grants.
9. Writes correspondence.
10. Makes referrals to other agencies.
11. Organizes work load and scheduling.
12. Makes entries in case folders.
13. Interprets policy for clients.

14. Completes applications.

15. Schedules appointments.

16. Takes notes prior to and during interviews and telephone conversations.

17. Identifies problems.

18. Handles mail.

19. Follows-up on client questions or complaints.

These duties include all tasks reported or observed during the data collection phase of the job analysis. Basic tasks are the same throughout the state, although there are minor variations among individual offices. For example, in some offices each worker schedules his own appointments while in others clerical staff do so. And, although the Philadelphia Center District has a separate budget preparation division, all incumbents calculate budgets, if only informally, to explain the eligibility policy to clients.

Necessary Skills[1/]

The responses of IMWTs and first line supervisors to this question were fairly uniform. The most frequent answers are the ability to relate to the client and his environment, reading, arithmetic, and writing skills. Findings are summarized below.

1/ To accommodate SCSC interest in IMWT job specification, the following critical skills were inferred on the basis of the job analysis: 1) knowledge of interviewing techniques; 2) basic arithmetical skills; 3) reading comprehension; 4) basic English grammar; and 5) skill in organizing materials. Note that such abstraction of psychological factors is tangential to the Job Trials development process.

Table 2. Responses to Necessary Skills Question in Descending Order of Frequency.

Rank	Skill
1	Relating to client and his environment (e.g., interviewing).
2	Reading to interpret DPW Policy Manual and Conversion Tables.
3	Math skill (addition, subtraction, multiplication, division) to compute budgets.
4	Basic English to write narrative reports, letters, etc.
5	Ability to organize work.
6	Ability to work under pressure.
7	Objectivity.

Necessary Qualifications

Previous work or experience in positions involving personal contact with others ranked first among the responses offered by trainees and their supervisors. It is interesting to note that within this response category the job most frequently mentioned as appropriate is that of sales clerk. However, this type of sales experience is not recognized as "qualifying experience" in the SCSC Evaluation Guide. Other qualifications mentioned are a high school diploma and some college credits. This information is illustrated in Table 3.

Table 3. Responses to Necessary Qualifications Question in Descending Order of Frequency.

Rank	Qualification
1	Previous work or experience in positions involving personal contact (sales, interviewing, receptionist, etc.) with others.
2	High school diploma or GED.
3	Some college credits.

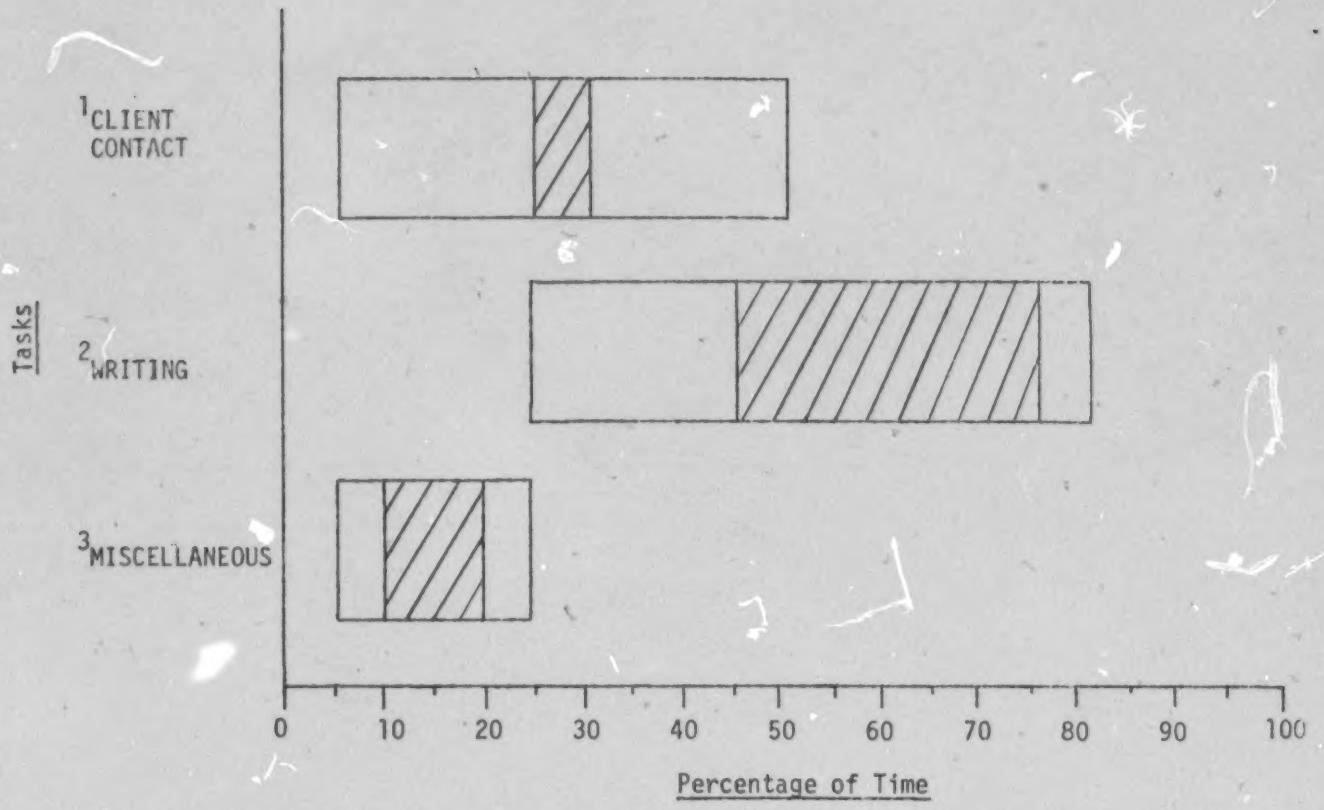
Amount of Time Spent in Major Task Areas

The distribution of a trainee's work time in various activities is illustrated in Figure 1. As perceived by both workers and supervisors, the largest proportion of an IMWT's time is spent in writing. This writing takes various forms; for example, composing narrative reports, writing correspondence, taking notes, and filling out forms. The job involves a voluminous amount of paperwork. DPW policy requires that a case record notation be made for every incident of client contact.

Client contact is ranked second according to respondents' estimates. Miscellaneous supportive tasks such as telephoning, mail handling, and staff conferences were ranked third.

From the responses of incumbents and supervisors the percentage of time spent by IMWTs on major task areas is estimated as indicated in Table 4.

Figure 1. IMWT and Supervisor Perceptions of Time Spent in Major Task Areas.



KEY:

— Total range of responses

— Highest incidence of responses

NOTE: 1 - Includes interviewing, walk-ins.
2 - Includes narrative reports, filling out forms, notes, letters.
3 - Includes telephone, mail handling, staff conferences, etc.

Table 4. Estimated Time Spent on Major Task Areas.

Task Areas	Percentage of Work Time
Writing (50% processing forms, 25% writing narrative reports, 25% writing notes on phone calls and case records)	60%
Client contact	25%
Performing supportive tasks (telephone and mail handling, etc.)	15%

Type of Supervision

Most IMWTs routinely submit all completed folders to their immediate supervisor for final checking. This checking usually consists of a cursory scan of the narrative report and essential forms, except in the case of inexperienced trainees, whose work is more thoroughly evaluated.

Typically, supervision takes one of two forms. The supervisor confers with the trainee on Income Maintenance policy questions and difficult or unusual cases. The supervisor checks a percentage (usually 25% - 80%) of work completed by trainees. Findings regarding the frequency of types of supervision are summarized in Table 5.

Table 5. Type of Supervision in Descending Order of Frequency.

Rank	Type of Supervision
1	Supervisor answers questions on Income Maintenance policy and confers with IMWTs on difficult or unusual cases.
2	Supervisor checks some (25% - 80%) of the work completed by IMWTs.
3	Supervisor checks all work completed by IMWTs and particularly the work of inexperienced trainees.
4	Supervisor conducts weekly staff conferences.
5	Supervisor performs occasional spot checks of work. Supervisor schedules work load.

Criteria for Performance Evaluation

Although there were found to be no established standards for evaluating performance, the criteria reported to be generally employed were: number of errors found in the work, completeness of records, and the ability to get along with colleagues and clients, the latter being measured by number of client complaints. Other criteria were personality related, such as: ambition, aggressiveness, tidiness, and so forth.

In some offices, the criteria selected for evaluation reflect the philosophical position of the supervisory staff. For example, in one county office the overriding goal is to achieve a zero error rate in written work.

Summary findings are presented in Table 6. The least frequently mentioned criteria, 'efficient use of DPW Policy Manual,' refers to the fact

that workers are expected to exhaust all possible methods of finding answers to questions on their own and to rely on the supervisor only as a last resort.

Table 6. Reported Performance Criteria in Descending Order of Frequency.

Rank	Criteria
1	Number of errors found in work and completeness of records (all necessary forms completed and all information obtained).
2	Compatibility with clients and coworkers.
3	Personal traits (tardiness, organization, ambition, etc.)
4	Meeting deadlines.
5	Quantity of work.
6	Efficient use of DPW Policy Manual.

Most Difficult Tasks

The most frequent responses to the difficulty question may be seen in Table 7. Nearly all respondents agreed that the single most difficult task is to organize the work load. The greatest pressure of the job is in the area of organizing the work entailed by the usually tremendous caseloads -- processing necessary forms, scheduling interviews, and meeting deadlines. By contrast, individual work tasks such as keeping abreast of frequent policy changes, calculating budgets, verifying client information, and reject-

ing grant applications, although they are reported as difficult, are seen to be considerably less of a problem. Managing angry or hostile clients was also mentioned.

Table 7. Most Frequently Mentioned Difficult Task in Descending Order of Frequency.

Rank	Task
1	Organizing and scheduling work.
2	Explaining Income Maintenance policy particularly when unpopular decision must be made.
3	Interpreting Income Maintenance manual and keeping abreast of frequent policy changes.
4	Obtaining and verifying information received from clients.
5	Handling angry and hostile clients.
6	Calculating budgets.
7	Making referrals and handling client problems.

Inputs to Job Trial Conceptualization

As a result of the job analysis described above, a work/task domain was defined for the Public Assistance Worker Job Trial.

The content domain of the Income Maintenance Worker Trainee position was found to include nineteen discrete work tasks (see p. 15). The number

of specific duties was reduced by combining similar tasks, thus forming a shorter list of generic tasks. For example, three items -- determines relevant policy from DPW manual, determines eligibility for grants, and interprets policy for clients -- became the generic task, interpreting and applying DPW policy. In order to identify the critical tasks, each of the remaining items on the shortened list was ranked on a composite measure of importance (as indicated by percentage of total work time spent performing it) and perceived level of difficulty.

Five critical tasks were identified. These five tasks, the major source of input to the conceptualization and development of the final Job Trial, are as follows:

1. Organizing work load.
2. Interpreting and applying DPW policy.
3. Interviewing clients and others.
4. Writing narrative reports, correspondence, and filling out forms.
5. Calculating budgets.

Conceptual Design

Upon completion of the job analysis phase, the conceptualization of the Job Trial began. This creative phase culminated in the writing of a conceptual design specifying what the Job Trial ought to look like. More specifically, it is a behavioral plan for each type of item; it states what materials the examinee will work with and what behavior he/she is expected to engage in. The conceptual design is a working plan; it is not completely detailed and it is subject to revision.

An outline of the conceptual design of the Public Assistance Worker Job Trial (PAWJT) is presented below. A more complete description, including behavioral specifications, follows the outline.

The conceptual design of the PAWJT included six generic work task categories (i.e., the five specified from the job analysis plus one implicit one) as follows:

1. Budgeting and Eligibility Determination
    a. Finding information in numerical tables
    b. Solving selected arithmetic problems
    c. Calculating simple budgets
    d. Determining welfare category
    e. Calculating a complex budget and determining eligibility
2. Culling Information from Interviews
    a. Extracting information from written material
    b. Extracting and noting interview information
    c. Writing a short narrative and filling out a form
3. Interviewing Clients: Making interview responses

4. Identifying Policy

   a. Choosing among alternative policy statements

   b. Identifying the correct policy among misstatements

5. Scheduling: Establishing priorities and scheduling appointments

6. Making Referrals: Selecting the appropriate agency

Each task category is conceptualized in detail below.

Budgeting and Eligibility Determination

This component of the Job Trial consists of five hierarchically related tasks. (See Figure 2.) In order to succeed at any subsequent task, all preceding tasks must have been completed.

Task 1: Finding information in numerical tables

stimulus:

- several numerical tables (e.g., FCI table, weekly-monthly conversion table)
- a request for information from one of the tables (e.g., how much money is budgeted for rent for a family of four?)

response:

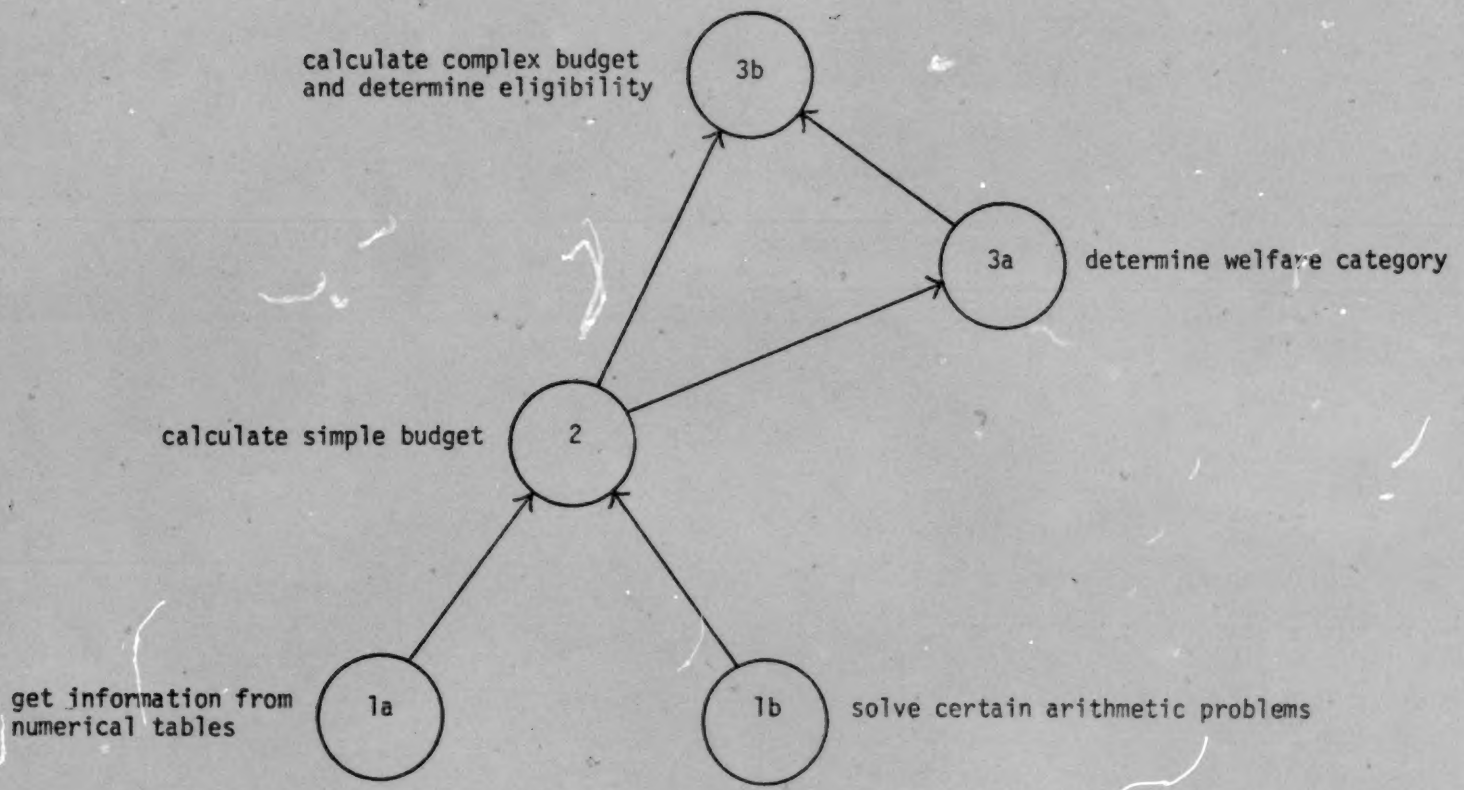
- find the appropriate table and copy the numerical answer from the relevant cell of the table on the answer sheet

Task 2: Solving selected arithmetic problems

stimulus:

- arithmetic problems including only those operations used in IMWT budgeting

Figure 2. Hierarchy of Tasks: Budget and Eligibility Determination



For example:

$72.00
49.50
+ 27.13

response:

- calculate and record the answer

Task 3: Calculating simple budgets

stimulus:

- a case: a brief description of a client and his or her situation
- a set of tables (from Task 1)
- a briefing on budget calculation

response:

- calculate and record the total budget amount

comments:

- One way in which the budget is simple is that welfare category is irrelevant.
- In some instances the applicant will not be given a fixed order for doing the steps of calculating a budget; that will be part of the problem. In other cases the procedure will be provided.

Task 4: Determining welfare category

stimulus:

- simplified welfare category eligibility rules
- a case

response:

- determine in which welfare category the client should be and circle that category on the answer sheet

Task 5: Calculating a complex budget and determining eligibility

stimulus:

- same type of materials as in Tasks 3 and 4

response:

- determine welfare category, calculate budget, and decide if client is eligible. All three aspects must be reported on the answer sheet.

comment:

- The budget is somewhat more complex here than in Task 3 since it takes into account adjustments for income which are contingent on welfare category.

Culling Information from Interviews

This component consists of three tasks and combines the skills of reading, writing, and summarizing with a particular aspect of interviewing, viz., obtaining and noting the required information from a client. These three tasks are included:

Task 1: Extracting information from written material

stimulus:

- a short case history of a client (Case Notes)
- instructions indicating all items of information required about a client

response:

- write down as much of the required information as can be gleaned from the Case Notes.

Task 2: Extracting and noting interview information

stimulus:

- list of required information as in Task 1
- a tape recording of a worker interviewing the client to whom the Case Notes (Task 1) refer

response:

- listen to audio-taped interview and write down required items of information

Task 3: Writing a short narrative and filling out a form

stimulus:

- examinee's notes from Tasks 1 and 2
- Case Notes
- a model narrative
- a completed model form
- a blank form

response:

- write a narrative for the case including relevant information from the interview and Case Notes
- fill in selected parts of the form from information contained in the Case Notes and interview

Interviewing Clients - Making interview responses

An IMWT must be able to conduct an interview. An interview requires a reasonably responsive client. We cannot provide such a scenario for the test. What we can do is to provide a recording of an interview, abruptly interrupt it, and require the applicant to make the next response(s). The logic is that a person who can make the next appropriate response could also conduct the entire interview. This may not be strictly true. But it is probably true that applicants who can make a better "next response" in the Job Trial can conduct a better interview on-the-job.

stimulus:

- a briefing on the status of a client's case followed by a tape recording of part of an interview of the client by a worker. The interview is interrupted just before the worker would be expected to respond to something the client has just said.

response:

- listen to the tape

- at the point at which the interview is interrupted, make the next response as if he/she were the interviewer

comment:

- This response should be spoken within a short time after the interview is interrupted. The response should be tape recorded. Since this would present major logistic problems in the scoring operation, a substitute means of recording the response is necessary.

Identifying Policy

The findings of the job analysis indicate that early in training trainees become familiar with the policies of the agency stated informally. However, when acting on a case, the worker must find the official statement of policy in the manual. This component of the Job Trial is designed to test that ability. The examinee will be required to choose the correct policy statement from several alternatives. Items in the final Job Trial will include two different types of alternatives to the correct one: (1) policies inappropriate to the problem, and (2) contradictory or misstated policies.

Task 1: Choosing among alternative policy statements

stimulus:

- an informal statement of a policy
- a 'manual' containing a number of different policies, formally stated

response:

- find the formal policy paragraph which corresponds to the informal statement

Task 2: Identifying the correct policy among misstatements

stimulus:

- an informal statement of a policy

- four putative official statements of that policy which differ in small but important ways, only one of which is correct

response:

- select the correct alternative

Scheduling - Establishing priorities and scheduling appointments

stimulus:

- a statement establishing appointment priorities and 'deadlines'
- a calendar containing a number of appointments
- a request to reschedule an appointment suggesting possible alternative dates and times
- information regarding whether and when other appointments may be rescheduled

response:

- reschedule appointments so that priorities are observed and 'deadlines' are met

Making Referrals - Selecting the appropriate agency

stimulus:

- a list of agencies with descriptive information including type of service provided and type of client served
- a brief description of a case which concerns a problem requiring referral

response:

- select the appropriate agency to which the client should be referred

Prototype Development

Budgeting and Eligibility Determination

The conceptual design of this component specified five subtasks; these were ultimately developed as three separate subtests. This reorganization is illustrated in Table 8. The prototypes of the three subtests (i.e., completing an assistance payment worksheet, arithmetic, and determining eligibility) are described below.

Table 8. Reorganization of Tasks - Budgeting and Eligibility Determination.

Conceptual Design	Final Subtest
1. Find information in tables 3. Calculate simple budget	Completing Assistance Payment Worksheet
2. Arithmetic	Arithmetic
4. Determine welfare category 5. Calculate complex budget and determine eligibility	Determining Eligibility

Assistance Payment Worksheet. This component presents step-by-step instructions for completing a simulated Assistance Payment Worksheet. Filling in the worksheet constitutes calculating a budget. In order to calculate the budget the examinee is required to look up specific numbers in the table provided.

This table is a combination of several tables in the DPW Manual (3261, 3262, and 3263; January 1970). The numbers and format of the test table are the same as in the DPW tables. Only the language is simplified. The Assistance Payment Worksheet is a simplified and stylized model of DPW form 21-P.

Arithmetic. The operations tested in the arithmetic subtest are the five operations used in the IMWT Standard Training Program.

Addition
Subtraction
Multiplication (by 1-digit numbers)
Division (including fractions and percentages)
Rounding (to the nearest dime or penny)

This component consists of twenty items, four each of the five operations. In each group of four items, two are 'word' problems and two are algorithms or equations. Since there are different rules for rounding, the rounding items (and division requiring rounding) exclude a last digit of 5. All items employ numbers of the type used by IMWT's; for example, dollar amounts under $1000.

Determining Eligibility. A fictitious grant, the Sullivan Grant, was created with a set of simple eligibility rules loosely modeled after AFDC. Examinees are provided with a statement of these rules and several problems. Included for each problem is a brief description of the prospective client applying for a Sullivan Grant. The information provided is sufficient to determine whether or not the applicant is eligible. The task is to decide whether or not the applicant is eligible. If the applicant is not eligible, the examinee is further required to cite the section number of the Sullivan Grant rules that determine the applicant's ineligibility. The problems are so constructed that there is only one correct

section. In addition to being job-like, the requirement of citing the section number reduces the probability of guessing the correct answer.

Culling Information from Interviews

This component ultimately became one subtest including extracting and noting information and filling in forms. It was reconceptualized as follows:

stimulus:

- Case Notes
- tape recording of part of an interview
- blank form

response:

- after reading Case Notes and listening to tape (taking notes as required), examinee fills in as much of the form as possible with the information available

Because it did not lend itself readily to objective scoring procedures, the narrative writing requirement was eliminated.

Prototype development began by recording several actual interviews. Transcripts were prepared with identifying information changed, and the edited interviews were re-enacted and taped by project staff. Other materials were developed as required; 'case notes' were written and two forms designed, Employment Information (based on DPW PA21-J) and Missing Relative (DPW PA72).

Interviewing Clients

In the interests of practicality, it was determined that examinees should write, rather than speak, their 'next responses.'

An example and several interrupted interviews were produced; some from edited transcripts of actual interviews; some written by project staff.

Initially, the interview tape was interrupted to present recorded instructions. Since this procedure caused misunderstanding and confusion, the component was revised to present all instructions before the interview tape is played. Instructions are read by the examiner and include the content of the message the interviewer must convey to the client. After oral instructions, the tape is played and interrupted at the point where the interviewer would communicate the required information to the client. At this time, the examinee writes what he would say if he were the interviewer.

Identifying Policy

Although ultimately developed as two separate subtests, this component conforms to the specifications of the original conceptual design. These two subtests became 'Using a Policy Manual' and 'Selecting Alternative Policies.'

The prototype of the 'policy manual' subtest contained thirteen sections, eight of which examinees were expected to find. The prototype version of 'policy alternatives' included four sets of items each of which consisted of a DPW policy written in simplified language and three slight misstatements of the formal policy.

Several issues arose regarding format. One was whether or not to include section titles in the 'manual.' The argument against their inclusion was that they might serve as such good clues to the correct answer that they would obviate the need to read the text of the section. The argument for their inclusion was twofold: (1) they did not appear to be that informative, and (2) they are highly job-like. Therefore, section titles were included.

The second issue concerned the manner of presenting the four alternative (putative) policies in the Policy Alternatives subtest. Ultimately the simply-

worded policy was printed on the top half of a whole page, the four alternatives, preceding it, each on a separate bottom half-page. In this way, only one alternative was visible at a time to compare to the simply-worded policy statement which was always visible.

All policies were quoted from the manual with only minor editing. The language was not simplified. The intent of this component is to test examinees' ability to read policies in just such language. On the other hand, the informally stated policies were written as simply as possible to simulate the way in which they are typically stated verbally.

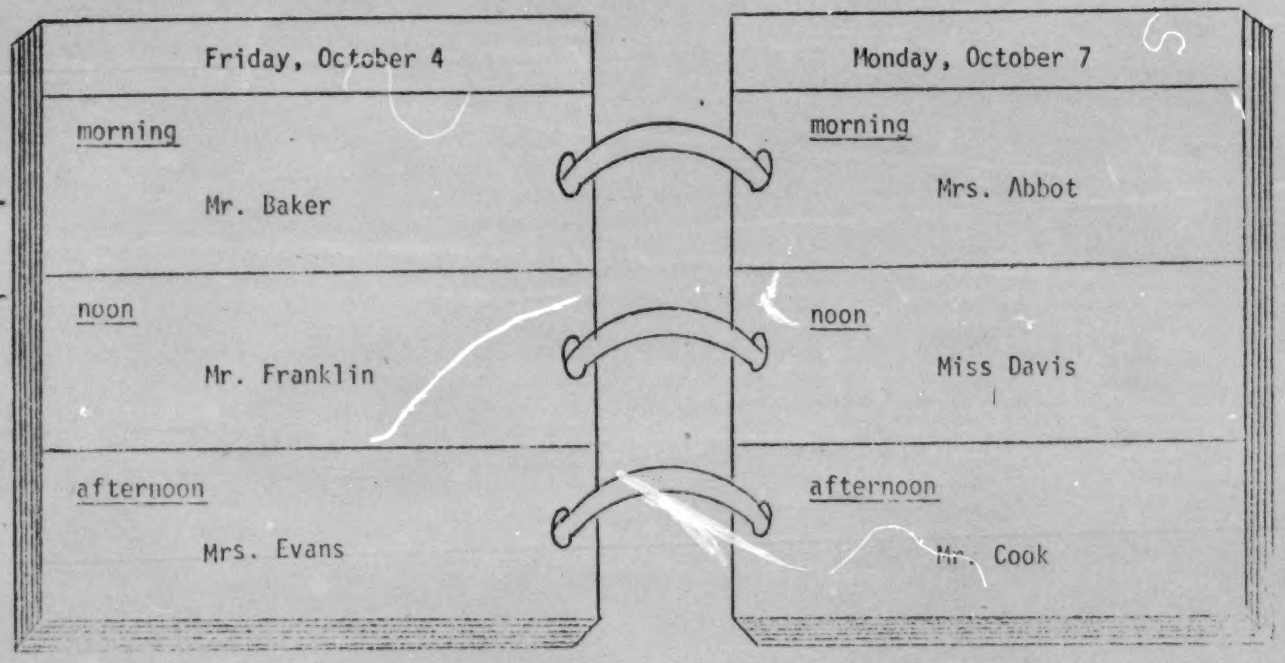
Scheduling

This component was the most problematic and underwent the greatest evolution during Job Trial development. For this reason we include illustrative sample materials. The aspect of the job being simulated is organizing the work load. On the job, organizing the work load is inseparable from doing the work. In the Job Trial, these tasks must be separated. Otherwise the component would be too long and require instructions far too complex. The problem was to abstract an organizing task without losing job relevance.

The initial prototype was the appointment rescheduling task specified in the conceptual design and included here as Figure 3. At a meeting of project staff and Civil Service and DPW representatives the general consensus was that this solution was too narrow in scope to constitute an adequate simulation of organizing the work load. Consequently, a second prototype was designed.

In the second prototype examinees are presented with several case files. As initially conceived, the sequence of tasks was too complex to be presented

Figure 3. Initial Prototype - Scheduling Subtest.



Mr. Baker cannot keep his Friday morning appointment; your assignment is to reschedule appointments as necessary so that all six clients may be seen. Record your solution by filling in the new schedule of appointments on the blank schedule sheet.

Times that the clients are available are given on the next page. However, in order to meet a deadline you must schedule Mr. Baker and Mrs. Evans for Friday. You may schedule the other clients either day--if they are available. Do not schedule two clients together.

Figure 3, contd.

Mrs. Abbot is available any time.

Mr. Baker is available:

- Friday afternoon
- Monday noon
- Monday afternoon

Mr. Cook is available:

- Friday morning
- Friday noon
- Monday afternoon

Miss Davis is available:

- Friday morning
- Friday noon
- Monday noon
- Monday afternoon

Mrs. Evans is available:

- Friday noon
- Friday afternoon

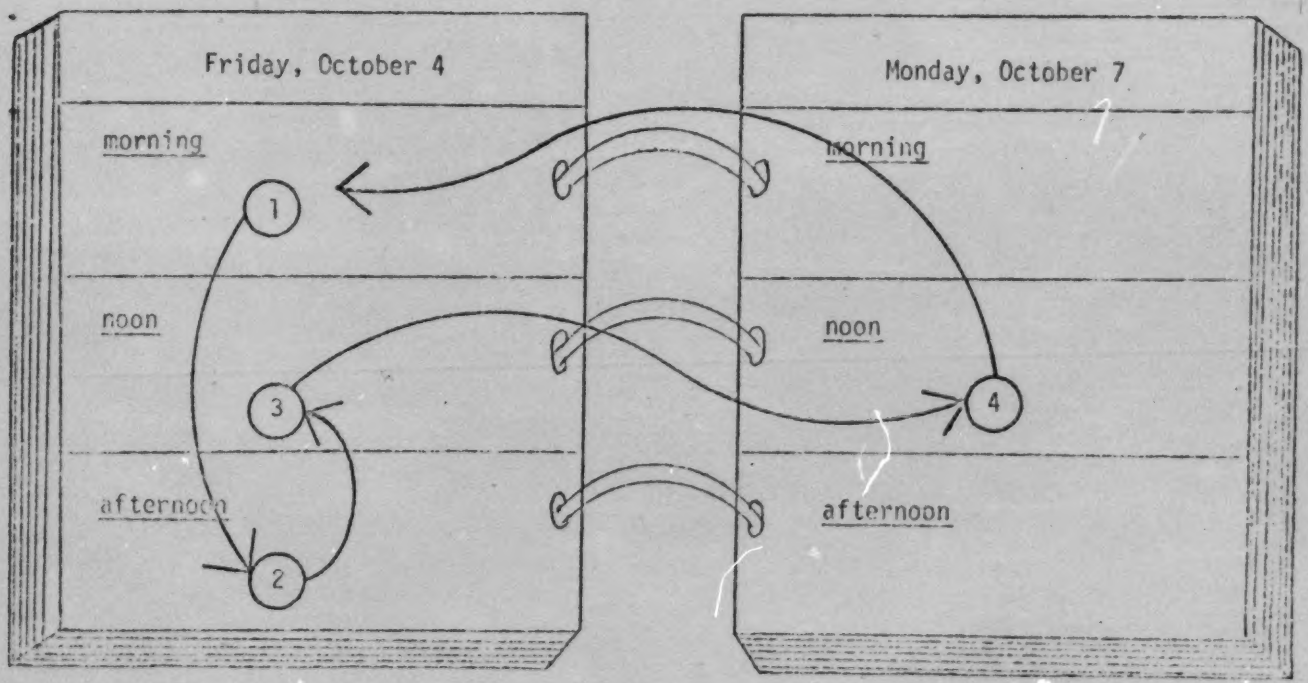
Mr. Franklin is available:

- Friday noon
- Friday afternoon
- Monday noon

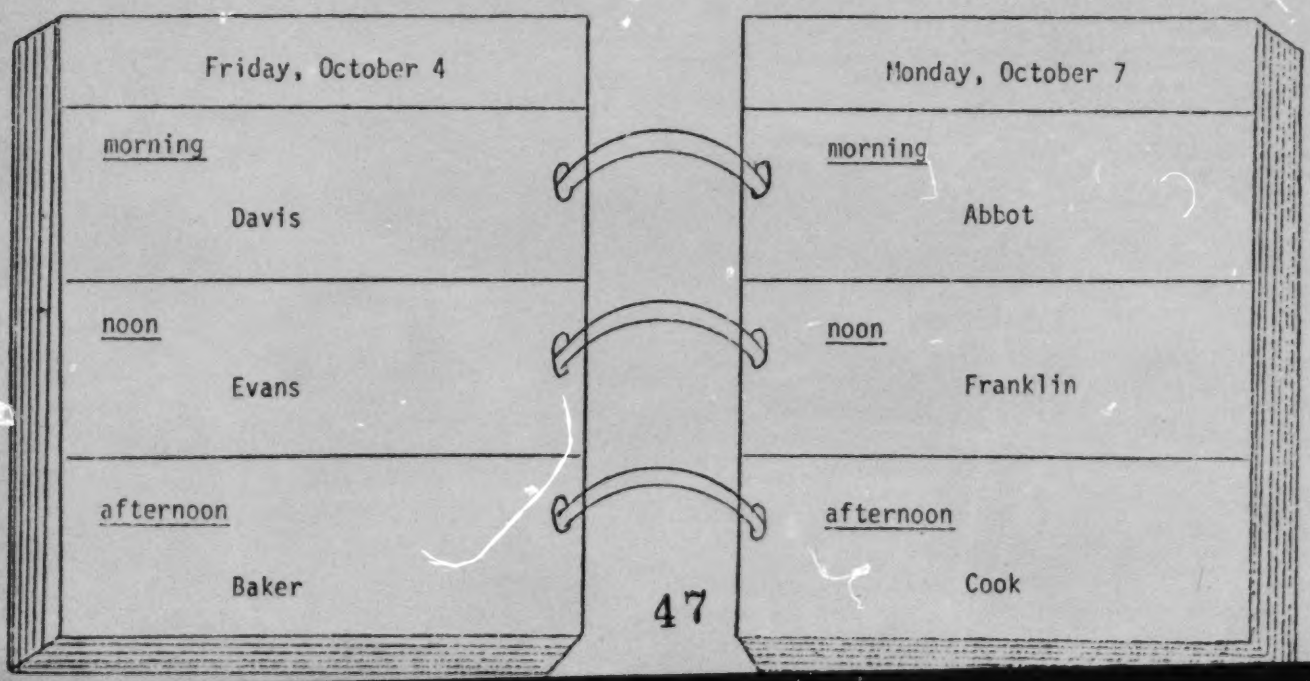
Figure 3, contd.

Scheduling Problem: Solution

Path



Correct Revised Schedule



as a single component. Therefore, the tasks were divided into two subtests, determining work needed from files and scheduling work.

Once developed, the Determining Work component changed very little. The materials for this subtest may be seen in section F of the Test and Answer Booklets. By comparison, the scheduling subtest evolved considerably from inception to validation. The initial version of this component is presented in Figure 4. Subsequent revisions are discussed in the later section of this report.

Making Referrals

Inasmuch as the number of separate parts of the Job Trial had increased since initial conceptualization, this component, having had a low priority to begin with, was not further developed.

Figure 4. Second Prototype - Scheduling Subtest.

SCHEDULING RULES

1. Interviews may be scheduled only on Wednesday.

2. Things that need to be verified -- SHELTER, INCOME, RELATIVES, and BENEFITS -- and FORM C must be scheduled after the interview.

3a. In each problem, there is 1 client that must be scheduled for an interview first. The problem tells you which client this is to be.

3b. If this client also needs something verified (that is, SHELTER, INCOME, RELATIVES, or BENEFITS) or needs a FORM C, these tasks must be done before you schedule the other two interviews.

Figure 4, contd.

SAMPLE PROBLEM

NAME OF CLIENT	1½ hrs. check (✓) if INTERVIEW is needed	½ hr. check (✓) if SHELTER needs to be verified	½ hr. check (✓) if INCOME needs to be verified	½ hr. check (✓) if RELATIVES need to be verified	½ hr. check (✓) if BENEFITS need to be verified	1 hr. check (✓) if FORM C is needed
SAMPLE						
Mrs. Smith	✓					✓
Mrs. Jones	✓		✓			

51

52

INTERVIEW MRS. JONES FIRST!

Figure 4, contd.

SAMPLE

WORK CALENDAR

	TUESDAY	WEDNESDAY	THURSDAY
8:30 - 9:00			Smith FORM C
9:00 - 9:30		Jones INTERVIEW	"
9:30 - 10:00		"	
10:00 - 10:30		"	
10:30 - 11:00		Jones INCOME	
11:00 - 11:30			
11:30 - 12:00			
12:00 - 12:30			
12:30 - 1:00			
1:00 - 1:30			
1:30 - 2:00			
2:00 - 2:30		Smith INTERVIEW	
2:30 - 3:00		"	
3:00 - 3:30		"	
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			

Pilot Testing

In December 1974 two pilot subjects were tested at JTRC.

In January 1975 a second pilot test was conducted with six subjects. Two of the subjects were Income Maintenance Workers, one was a DPW clerical aide, and three were employees of state agencies other than DPW. The Income Maintenance Workers were selected to represent those who, by virtue of their experience, should perform well on the Job Trial; the other subjects were selected to approximate the applicant group.

Always of concern is that the language of a Job Trial be suitable to the applicants. The pilot test uncovered no language problems. Generally, results were encouraging. Subjects performed well which is an indication that instructions are sufficiently clear, problems are properly designed, and time is adequate. However performance that is too good minimizes the effectiveness of a test as a psychometric and selection device. Consequently, an attempt was made to increase the probable variability in performance. A variety of tactics were employed. These changes, as well as other revisions suggested by the pilot testing experience, are reviewed in the next section.

Revisions

Completing an Assistance Payment Worksheet

No substantive revision was necesary. However, the number of problems was increased from five to ten.

Determining Eligibility

A major change was made in an attempt to increase the variability in performance. Revisions to the second set of five problems are as follows: (1) The problem was presented as a transcript of an interview of an applicant by a public assistance worker, and (2) another category, Cannot Determine Eligibility, was added to the possible answers. As with the Not Eligible category, the critical section of the Sullivan Grant, the one which makes it impossible to determine eligibility without further information, must be cited by the examinee.

One item was added to increase the total to ten, and the content of items was modified to result in fewer 'eligible' decisions which do not require a citation. The revised distribution of decisions is as follows:

	Correct Eligibility Decision		
Problem Format	Eligible	Not Eligible	Cannot Determine Eligibility
scenario	1	4	
transcript	1	2	2

Each of the six critical sections of the Eligibility Requirements is the correct citation at least once.

Arithmetic

No substantive revision. The number of problems remained at twenty.

Using a Policy Manual

The number of problems was increased from eight to ten and the number of sections in the policy 'manual' was increased from 13 to 18.

Selecting Alternative Policies

The number of problems was increased from four to ten.

Determining Work Needed from Files

The number of items was increased from six to ten. In order to increase performance variability in this essentially simple clerical task, on-the-job background noise was tape recorded and played while examinees worked on this part of the Job Trial. The theory applied here is that the noise would serve as a realistic distractor which would make the test task harder and thereby increase score variability.

To further increase variability the type of file entries which produced errors by pilot subjects were introduced in the four additional file items. Closer examination of one type of error-producing item suggested that instructions were inadequate. Therefore, the example was revised to clearly illustrate the proper procedure for handling this type of case.

Scheduling Work

Pilot testing uncovered a problem with the Scheduling Work subtest. The difficulty was not in the task itself but in the scoring. Motivated by a desire to have the component as job-like as possible, the scheduling possibilities built into the problem were flexible and there were many possible solutions to each problem. Even though each piece of work does not have one

"correct" time-slot, it was possible to score the items. The essence of the scoring system was to determine whether each piece of work had been scheduled consistent with the scheduling rules. Unfortunately, this system was impractical and unlikely to be used. As a result, the subtest was revised so as to keep the scheduling as job-like as possible while restructuring the problems to have a unique solution.

Two devices were used to design problems having a unique scheduling solution. One, the system of rules from the earlier version was modified and expanded. Two, client availability information was built into problems having clients who were not always available for an interview. (See Figure 5 for an example of a new scheduling problem.)

This component was revised very late in the developmental process. Once revised it was subjected to further pilot testing, at which time it appeared to be too difficult. Instructions were revised, and ultimately only two of the five problems were included in the validation version of the Job Trial.

Culling Information

Minor changes were made in the forms in order to reduce ambiguity regarding the information to be entered. Figures 6 and 7 illustrate the changes made in the Employment Information Form from the pilot test to the validation version.

Figure 5. Revised Prototype - Scheduling Subtest.

EXAMPLE 1

CLIENT	CLIENT INFORMATION		MONDAY					
	SULLIVAN GRANT CLIENT	WORK NEEDED	9-10	10-11	11-12	1-2	2-3	3-4
Mrs. Adams	No	INTERVIEW 0			0	0	0	0
		PAPERWORK 0	0	0	0	0	0	0
Mrs. Baker	Yes	INTERVIEW 0	0	0	0	0	0	0
		PAPERWORK 0	0	0	0	0	0	0
Mrs. Clark	No	INTERVIEW 0	0	0	0			
		PAPERWORK 0	0	0	0	0	0	0

Figure 5, contd.

SCHEDULING ORDER

First schedule Sullivan Grant clients who need Paperwork only.

Second schedule other clients who need Paperwork only.

Third schedule Sullivan Grant clients who need both an Interview and Paperwork.

For each such client:

First schedule the Interview.
Then schedule that client's Paperwork in the next time-slot.

Fourth schedule other clients who need both an Interview and Paperwork.

For each such client:

First schedule the Interview.
Then schedule that client's Paperwork in the next time-slot.

Fifth schedule Sullivan Grant clients who need an Interview only.

Last-of-all schedule other clients who need an Interview only.

Figure 6. Pilot Test.

EMPLOYMENT INFORMATION FORM

NAME OF CLIENT	SOCIAL SECURITY NO.	OCCUPATION	CASE NUMBER

WORK HISTORY

EMPLOYER'S NAME AND ADDRESS	POSITION HELD	DATE OF EMPLOYMENT	REASON FOR LEAVING
ame		From	
ddress		To	
ame		From	
ddress		To	
ame		From	
ddress		To	

EDUCATION AND TRAINING

EDUCATION RECORD (Circle highest grade completed)		OTHER
1-2-3-4-5-6-7-8-9-10-11-12	College 1-2-3-4-5-	

VOCATIONAL, SPECIAL, CORRESPONDENCE, EXTENSION, OTHER COURSES OR STUDIES SUPPLEMENTING SCHOOLING, OR OTHER TRAINING UNDER PUBLIC OR PRIVATE AUSPICES.

SKILLS, KNOWLEDGE, ABILITIES AND INTERESTS

SPECIAL SKILLS (Machines operated, etc.)

VOCATION OR HOBBY INTERESTS

HEALTH

NY PHYSICAL OR MENTAL INCAPACITIES? ☐ Yes ☐ No

F YES, EXPLAIN:

O THESE INCAPACITIES PREVENT EMPLOYMENT? 63 ☐ Yes ☐ No

Figure 7. Validation.

EMPLOYMENT INFORMATION FORM

NAME OF CLIENT			SOCIAL SECURITY NO.	CASE NUMBER
first	middle initial	last		

WORK HISTORY

EMPLOYER'S NAME AND ADDRESS	POSITION HELD	DATE OF EMPLOYMENT		REASON FOR LEAVING
lame		From	☐ Resigned	
ddress		To	☐ Dismissed	
ame		From	☐ Resigned	
ddress		To	☐ Dismissed	
ame		From	☐ Resigned	
ddres		To	☐ Dismissed	

EDUCATION AND TRAINING

EDUCATION RECORD (Circle highest grade completed)		OTHER
1-2-3-4-5-6-7-8-9-10-11-12	College 1-2-3-4-5-	

VOCATIONAL, SPECIAL, CORRESPONDENCE, EXTENSION, OTHER COURSES OR STUDIES SUPPLEMENTING SCHOOLING, OR OTHER TRAINING UNDER PUBLIC OR PRIVATE AUSPICES.

SKILLS, KNOWLEDGE AND INTERESTS

WORK SKILLS AND KNOWLEDGE

AVOCATION OR HOBBY INTERESTS

HEALTH

ANY PHYSICAL OR MENTAL INCAPACITIES? ☐ Yes ☐ No

IF YES, EXPLAIN:

DO THESE INCAPACITIES PREVENT EMPLOYMENT? ☐ Yes ☐ No

Next Response

The number of items in this subtest was increased from two to five. Four items require examinees to communicate specific information to the client. The remaining one requires them to terminate and reschedule an unsatisfactory interview. The content of these five items are included here as Figure 8.

Informal ratings of pilot test next responses by JTRC staff suggested that raters could score next response items with a satisfactory degree of consistency. Development of the scoring procedure is described in the later section of this report.

Figure 8. 'Next Response' Items.

NEXT RESPONSE

Problem #1: Child Care Services

Inexpensive or free child care services are available for assistance clients.

SCRIPT

CLIENT: I really hate being on welfare but I just can't see how me and the kids can make it any other way.

WORKER: Well, before you were talking about going back and doing some secretarial work part-time. Are you still thinking about that?

CLIENT: I was thinking about it. But then my mother was going to mind the kids for me. But a couple of months ago she got sick so now she just couldn't keep up with two kids....

WORKER: Uh-huh.

CLIENT: I just don't see what I could do now that Mom can't take care of the kids....

BEEP

Figure 8, contd.

NEXT RESPONSE

Problem #2: Expenses for Travel

If medical treatments require traveling, clients can get extra money from the Assistance Office for that purpose.

SCRIPT

WORKER: Now, Mrs. Johnson. The last time I saw you, you said you were having problems with your legs. Did you see a doctor about it?

CLIENT: Yes, I did. He sent me over to that new city clinic. You know which one I mean. The one over there at.... uh, Broad and Patterson.

WORKER: Oh, yes. You mean the Patterson Community Clinic....

CLIENT: Yeah, yeah. That's the one. So I gotta go there like once or twice a week for treatments.

WORKER: I see. Well, the clinic's about 10 blocks from here. How do you get there?

CLIENT: I walk.

WORKER: You walk? Doesn't that bother your legs?

CLIENT: Don't have any money for car fare, you know. Sometimes my legs hurt me so bad I just can't go for my treatments.

BEEP

Figure 8, contd.

NEXT RESPONSE

Problem #3: Angry Client

A client has the right to appeal actions of the Assistance Office.

SCRIPT

WORKER: Mrs. Martin, I'm afraid the Department made a mistake in figuring out your grant. Your grant should have been less. So starting with the next check, you'll be getting $3.00 less.

CLIENT: (Angry) Three dollars less? I can't make it on the crumbs you're giving me now. How am I supposed to feed my kids when I'm going to be getting even less money. Tell me how!

WORKER: I'm very sorry this happened, Mrs. Martin, and it certainly wasn't your fault. But regulations....

CLIENT: You can go to hell with your damn regulations. All I know is me and my kids are almost starving as it is. We have to live in this dump....

WORKER: Mrs. Martin, if you'll just....

CLIENT: If I just what! You gotta good job. You don't know about the crap I have to put up with. You don't give a damn....

BEEP

Figure 8, contd.

NEXT RESPONSE

Problem #4: Music, Guests, Reschedule

When an interview isn't progressing, end it and reschedule it for another time.

SCRIPT

CLIENT: Oh, excuse me a minute. Tony, can you turn down the radio a little? I can't hear my worker....now, what were you saying?

WORKER: Look Mr. Landis, maybe we should arrange another meeting....when you don't have guests....

CLIENT: No, no. It's all right. They're just some friends of mine. Go on with your questions....you're not the same worker I had last month. What happened to him?

WORKER: I....I think he was transferred. Now, Mr. Landis, we were talking about your gas and electric bills. Do you have any receipts?

CLIENT: Well let me see....you know, that last worker was a nice cat, but I think he was a little scared coming into this neighborhood. Know what I mean? Hold on a minute -- Betty, you all need a refill? Go out in the kitchen and get yourselves another beer.

WORKER: Mr. Landis, uh....about the receipts....

CLIENT: Oh, yeah....them. Hey, Tony. Remember that other dude that used to come around? That other worker....yeah, that's the one! Did you get your beer? I'll be with you in a minute.

BEEP

Figure 8, contd.

NEXT RESPONSE

Problem #5: Lying Client

A client who is not being truthful with the Assistance Office risks having his Assistance grant stopped.

SCRIPT

WORKER: Mr. Connors, we've had a lot of trouble trying to contact you at the address you gave us. That's why we had you come into the office today. Is this still your address?

CLIENT: Well, yeah. I mean, I guess I don't like hanging around the apartment too much, or else I'm out trying to find a job. Stuff like that.

WORKER: That brings us to the next point, Mr. Connors. We've had a report that you might be living and working in another county. Now as you know....

CLIENT: Hey, wait a minute. Who told you that? People are always getting into other people's business....

WORKER: That's not the point right now. Is it true?

CLIENT: No. Uh....well, see I got this cousin that lives over there and him and me are pretty tight, so sometimes I stay over at his place. But that don't mean I'm living there.

WORKER: Mr. Connors, how often and how long do you stay with your cousin?

CLIENT: Well, uh....every now and then. I mean....I can't remember exactly when, you know....

WORKER: Okay, Mr. Connors (sounding exasperated), this is very serious business. Have you ever worked in this other county?

CLIENT: Uh, no. Well....what I mean is, sometimes I might have helped my cousin out....see, he's a contractor and....a couple of times he wanted me to help him out....but that wasn't nothing.

WORKER: Well, did you get paid for helping out....either in money or some other way?

CLIENT: Uh, I don't know, I....I mean I don't remember....

BEEP

Production of Materials

Materials to be produced were of two types: drawn and printed material on paper and aural material on audio-tape.

We drew all the required graphics, produced all the typed originals of the verbal question and answer material, and duplicated these in quantities adequate for the validation phase.

Audio-tapes for all interviews as well as for background noise were professionally produced. An experienced director/producer was retained who assumed full responsibility for their production.

Two interviews were re-taped between Philadelphia and Pittsburgh validation testing. In striving for realism, materials were generated that could be construed to contain racially offensive caricatures. The two potentially offensive interviews were re-taped. One, the second interview of the Culling Information subtest, was re-taped from the original script, read in a much milder fashion. The other interview, which was rewritten, was the example of the Next Response subtest, which, in addition to the racial problem, was too similar in content to another item. The effect of this violation of standardization is probably small, especially when compared to the different sample of Pittsburgh examinees with which it is confounded.

Final Design for Validation

All test materials were bound in two booklets. Pages on which examinees are expected to write were bound in an Answer Booklet. All other material was contained in the Test Booklet. Each section of the Answer and Test Booklets began with a blank sheet of paper. This allowed the books to be opened to the correct sections but prohibited the examinee from seeing the materials before

the appropriate time. Instructions carefully directed the examinees to the materials at the appropriate times. (Nonetheless, proctoring is necessary to correct the occasional examinee who has turned to the wrong place.)

Based on the foregoing conceptualizations and revisions, the final design of the PAWJT used in the initial validation consisted of nine separate subtests as follows:

1. Assistance Payment Worksheets
2. Eligibility
3. Math
4. Manual
5. Policy Alternatives
6. Work from Files
7. Scheduling
8. Culling Information
9. Next Response

A brief description of each subtest is included below. Following the descriptions is Table 9 which presents time limits and other specifications of the Job Trial subtests. All subtests had time limits, though none were speeded.

1. Assistance Payment Worksheets

Examinee gets:

an assistance payment chart, step-by-step instructions for figuring out assistance payments, and cases.

Examinee must:

figure out the assistance payment for each case.

2. Eligibility

Examinee gets:

a description of the (fictitious) Sullivan Grant, requirements necessary to receive aid under it, and some cases.

Examinee must:

determine the eligibility status for each case.

3. Math

Examinee gets:

word problems and straight arithmetic problems.

Examinee must:

calculate the answers.

4. Manual

Examinee gets:

a simulated Department of Welfare Policy Manual and informal statements.

Examinee must:

indicate the Manual section that comes closest to matching the meaning of each informal statement.

5. Policy Alternatives

Examinee gets:

a Department of Welfare policy stated in simple, everyday English and four alternative statements written in the formal style of a Department of Welfare Manual.

Examinee must:

choose the one alternative statement which most closely matches the meaning of the simply stated policy.

6. Work from Files

Examinee gets:

case files for different welfare clients, file guidelines, and a "Work Needed" checklist.

Examinee must:

determine what work has to be done for each case file.

7. Scheduling

Examinee gets:

a list of clients, what work needs to be done for each, the times each client is not available, and scheduling rules.

Examinee must:

schedule all the work that needs to be done.

8. Culling Information

Examinee gets:

case notes, a tape recording of part of a simulated interview between a public assistance worker and a client, and a form.

Examinee must:

fill out the form as completely and accurately as possible.

9. Next Response

Examinee hears:

an interrupted tape recording of a simulated interview between a public assistance worker and a client.

Examinee must:

write down what he/she would say next if they were the public assistance worker.

Table 9. Specifications of the Validation Version PAWJT. (Full Battery)

Subtest	Section	Instruction Time (minutes)	Work Time (minutes)	Total Time (minutes)	Number of Problems/Items	Maximum Possible Raw Score
Assistance Payment Worksheets	A	5½	12	17½	8 cases each containing 5 parts	40
Eligibility	B	9	14	23	10 problems	10
Math	C	1	11	12	17 problems: 7 word problems & 10 straight arithmetic problems	17
Manual	D	5	11	16	8 informal statements	8
Policy Alternatives	E	5	18	23	7 policy statements	7
Work From Files	F	7½	15	22½	10 clients/30 scorable items	30
Scheduling	G	8	6	14	6 clients/8 scorable items	8
Culling Information	H	3½	8 8	19½	1 form/26 scorable items 1 form/18 scorable items	26 18
Next Response	I	6½	9	15½	5 taped interviews	25
TOTALS		51	112	163 (2 3/4 hrs.)		189

Note -- These specifications refer to the PAWJT <u>after</u> dropping some poor items through item analysis.

Development of the Scoring System

The scoring of all but one PAWJT subtest is objective and straightforward. The detailed scoring procedure will be found in the PAWJT Manual. The single exception is the 'Next Response' subtest which contains open-ended responses. In order to reduce subjectivity and increase reliability, it was necessary to establish a standardized response rating procedure. The development of this procedure is described below.

After validation testing was completed, each response was typed on a 3 x 5 card. A total of 455 cards were produced (91 validation subjects x 5 'Next Response' items). The number of the item and the subject identification number were typed on the back of each card to insure proper identification while minimizing the risk of halo and bias errors.

Ten raters were selected who, by virtue of their professional training and experience, were considered to be experts in interviewing technique. A description of these raters is presented in Table 10.

Each rater was asked to evaluate all 455 responses by assigning each response to one of eleven ordinal categories; 1 representing a very poor response, 11 an excellent response. Ratings were obtained at individual sessions with each rater. All rating sessions followed an identical procedure. The instructions which were given to each rater are included in Appendix E. The raters heard the briefing and the taped interview (which the examinees had heard) and then classified the 455 responses into 11 categories.

After rater scores were thus collected, the mode and average deviation around the mode were calculated for every item and examinee. If there were either no mode or multiple modes, the median was used. Responses having low

Table 10. Sex, Position, Length of Experience, and Race of 'Next Response' Raters.

Rater	Sex	Position	Years of Professional Experience	Race
1	Female	Employment Counselor	5	White
2	Male	Case Work Supervisor III	20	Black
3	Female	Case Work Supervisor II	7	Black
4	Female	Employment Service Operations Manager	5	White
5	Male	Employment Service Supervisor	6	White
6	Female	Employment Counselor	1½	White
7	Female	Income Maintenance Supervisor	5	White
8	Female	Income Maintenance Supervisor	9	White
9	Male	Supervisor of General Assistance	7	White
10	Female	Employment Service Supervisor I	8	White

($\leq$ 2.0) average deviations in each of the rating categories became the pool from which "bench mark" scoring examples were selected. (The examples are included as Appendix F.) Finally, in order to simplify the operational scoring procedure, the number of response categories was reduced from eleven to five as follows:

	Very Poor				Excellent
(5)	1	2	3	4	5
(11)	1 & 2	3 & 4	5, 6, & 7	8 & 9	10 & 11

By means of written instructions and the "bench mark" examples, two JIRC staff members independently scored and totaled the responses of all 91 validation examinees. A correlation coefficient (Pearson r) of .85 was obtained between the two independent score distributions. Therefore, the scoring procedure was adopted. The recorded total score on this subtest for validation subjects was defined as the mean of the two independent scores and was the one used in all subsequent validation analyses.

Instructions for weighting the PAWJT subtests and interpretation of the Job Trial Score are included in the PAWJT Manual.

VALIDATION RESEARCH

In this section we examine the extent to which valid inferences about probable job performance may be drawn from an individual's PAWJT test performance. The evidence is of two sorts essentially -- logical and statistical. We also present findings on reliability and certain tangential issues.

Logical Validity

The PAWJT is a job simulation test battery. The fundamental evidence of its validity must, therefore, rest primarily on the adequacy with which the important task domain of the job is sampled and simulated in the test battery. We refer to this as logical validity (also known in the test literature as content validity).

The method used to identify the non-trivial tasks contained in the job of Income Maintenance Worker was described in the Job Analysis section of this report. Nineteen discrete work tasks were reduced to five critical work categories.

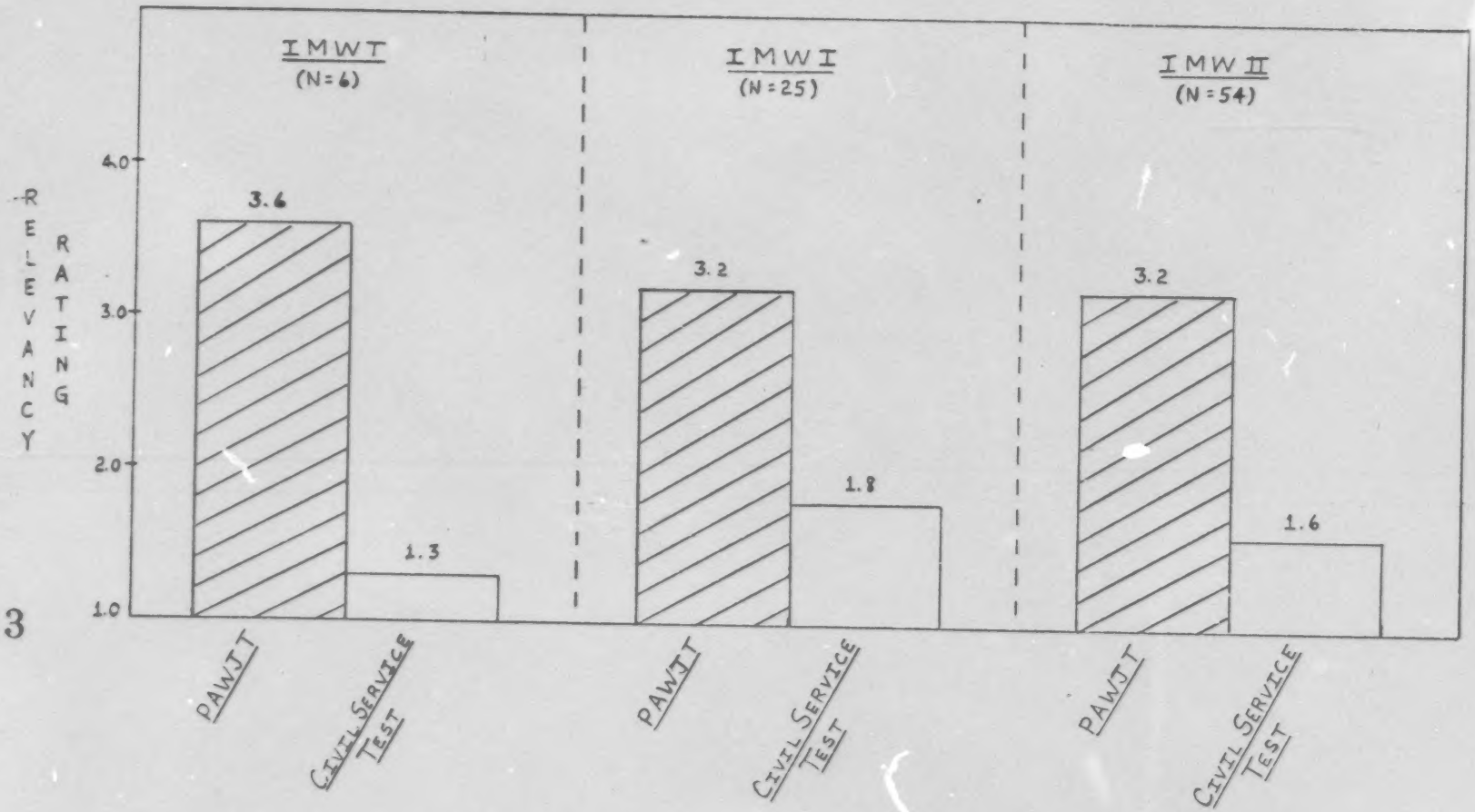
The degree to which the PAWJT taps the content of the job may be seen in Table 11. The essential validity of the PAWJT rests on the facts as presented in that table. The high (but less than total) degree of correspondence between the job tasks and the PAWJT analogs may be readily seen. Note that "making referrals" as well as "writing letters and narrative reports" are <u>not</u> directly covered in the JT. Interpersonal skills are assessed only obliquely (with the "Next Response" subtest).

In order to provide a direct empirical test for the soundness of our logical approach, we asked the 85 incumbent Income Maintenance Workers in our validation sample to rate each of the nine PAWJT subtests in the full battery

Table 11. Public Assistance Worker Job Duties & their Corresponding Job Trial Subtests.

Work Category	Job Tasks	PAWJT Subtest
Organizing Work Load	Schedules appointments	Scheduling
	Prioritizes duties	Work from Files
Interpreting & Applying DPW Policy	Determines eligibility for grants	Eligibility
	Reads DPW Policy Manual	Manual
	Interprets policy for clients	Policy Alternatives
Interviewing	Interviews clients	Next Response
	Telephones Verifies material	Culling Information
Writing Narrative Reports, Correspondence, & Filling Out Forms	Fills out forms	Culling Information
	Handles mail Writes reports	Not covered in PAWJT Not covered in PAWJT
Calculating Budgets	Calculates budgets	Assistance Payment Worksheets
		Math

Figure 9. MEAN RELEVANCY RATINGS: PAWJT VS. CIVIL SERVICE TEST BY JOB TITLE



on their degree of relevance to skills needed on the job. They were also asked to make that same kind of rating for the Civil Service test that they had each taken to get their present jobs. The summary results are shown in Figure 9. (They are also included in Table 20.)

Converting the two ratings to a percentage scale which ranges from 25 to 100% for the largest group (54 IMW II's) would yield 40% average perceived relevance for the Civil Service Test and 80% for the PAWJT.

Although these results may contain some bias due to the fact that subjects "knew what we wanted to hear," there was no imperative for them to try to please us. On the contrary, most were rather distrustful (at least initially) of the purpose to which their PAWJT participation would be put. Thus, we believe the job relevancy data can be taken at face value, and substantiate to some degree the PAWJT's logical validity.

Statistical Validity

In this section we report on the extent to which test performance is related to job performance[1/]. This is the "criterion-related validity" of the testing guidelines and is based on statistical measures of co-variation.

Two caveats are in order. Although the PAWJT is intended for job applicants, the statistical validity study unfortunately could only be carried out on job incumbents in a concurrent design. Through range restriction dynamics this factor would be expected to limit the coefficient of any correlational effect present.

1/ As perceived and reported by supervisors.

Secondly, PAWJT test items are constructed primarily for their representativeness of the job domain, regardless of difficulty level, and only secondarily for their contribution to score variation. This factor, too, would tend to limit the size of correlation coefficient attainable.

The Sampling Plan

The plan for selecting the validation sample for the Public Assistance Worker Job Trial was devised jointly by JTRC and the Division of Research and Special Projects of the Pennsylvania State Civil Service Commission. Responsibility for obtaining the sample rested with the Civil Service Commission. Sampling was carried out by Department of Welfare regional and county offices. The plan had the following objectives:

1. The sample was to include as close to 100 Income Maintenance Worker Trainees as possible.

2. The sample was to be representative of the population of IMWT's regarding race, sex, and job function.

3. Since the relationship between Job Trial scores and success in training was to be assessed, only counties which retain training quiz scores were to be considered.

4. In order to obtain accurate performance evaluations, the sample was to include only workers with tenure of four months or more.

5. An attempt was to be made to lessen the restriction of range problem (see above) by including in the sample subjects from Philadelphia.

6. Costs and time were to be kept to a minimum.

All subjects were selected from offices in Philadelphia and Allegheny (Pittsburgh) Counties. Both counties are largely urban, possess a large work force, and retain the training scores of their employees. Moreover, since Philadelphia County hires from the broadest range of test scores on the Civil Service Entrance Examination, the problem of restriction of range is lessened. Finally, since JTRC is located in Philadelphia, travel time and expenses were minimized.

Within the two sample counties, districts were selected for practical reasons. In Philadelphia, districts with conference rooms large enough to accommodate Job Trial administration were selected. In Allegheny County, districts were chosen which were near the State Office Building where testing was to take place.

The method of selecting workers within districts varied in the two counties. In Philadelphia County intact work groups were selected which were representative of the four main functions of Income Maintenance Workers; case load, food stamps, medical assistance, and intake. A sample of 70 was desired. Selecting intact work groups was advantageous for two reasons. First, since one first-line supervisor is assigned to each work group, the smaller the number of work groups represented in the sample, the smaller the number of supervisors from which it was necessary to collect criterion ratings. Second, since workers are randomly assigned to work groups, realistic representation of sex and race could be obtained.

In Allegheny County, for which a sample of 30 was desired, it was not possible to select intact work groups since work groups in this jurisdiction include incumbents of varying job classifications. A proportional number of work groups were selected which represent the four functions of the department and from these groups Income Maintenance Workers were selected.

The major difference between the two samples was the representation by race and sex. Insufficient white and male incumbents were obtained in Philadelphia where the Job Trial was first administered. Therefore, an attempt was made to over-sample these categories in Allegheny County.

Validation testing and data collection for the Public Assistance Worker Job Trial was conducted during May - June 1975. Ninety-two[1/] Income Maintenance Workers were tested and rated by their immediate supervisors. Ratings by second line supervisors were obtained for 88 of the subjects. Testing took place by location and date as follows:

County	District	Date(s)	# Tested
Philadelphia	Jefferson	May 5, 1975	13
Philadelphia	Ridge	May 6, 1975	14
Philadelphia	Delancy	May 7, 1975	16
Philadelphia	Federal	May 8, 1975	9
Philadelphia	Ogontz	May 9, 1975	5
Philadelphia	Ogontz	May 19, 1975	7
Allegheny	Southern	June 5, 1975	5
Allegheny	Eastern	June 5, 1975	5
Allegheny	North County	June 5, 1975	4
Allegheny	Hill	June 6, 1975	5
Allegheny	Northern	June 6, 1975	4
Allegheny	Liberty	June 6, 1975	5
		TOTAL:	92

1/ To avoid possible contamination of the results, the data from one subject, who was hostile and uncooperative, was excluded from all analyses, leaving an N of 91.

Criteria collection took place by location and date as follows:

County	District	Date(s)
Philadelphia	Jefferson	May 5, 1975
Philadelphia	Ridge	May 6 & June 11, 1975
Philadelphia	Delancy	May 7 & June 16 & 17, 1975
Philadelphia	Federal	May 8 & June 9, 1975
Philadelphia	Ogontz	May 9 & 22 & June 11, 1975
Allegheny	Southern	June 5, 1975
Allegheny	Eastern	June 5, 1975
Allegheny	North County	June 5, 1975
Allegheny	Hill	June 6, 1975
Allegheny	Northern	June 6, 1975
Allegheny	Liberty	June 6, 1975

Description of the Sample

Table 12 presents the demographic characteristics of the sample. The effective N is now down from 91 to 86 for the following reason: Five subjects reported they had been with DPW 10 years or more. These five were dropped from our analyses as being too unrepresentative of applicants to whom we would like to extrapolate our research findings.

A related problem is seen in Section A of Table 12. Although the sampling plan called for a preponderance of IMWT's (i.e., trainees), note that almost two thirds were at the third step of the position classification (i.e., IMW II's).

Sections B and C of Table 12 show that the sample was two thirds female and about two thirds black. Median amount of education completed (Section D)

was 13 years, with modes occurring at 12 (i.e., high school graduates) and 16 (i.e., college graduates).

Section E indicates that even representation across work assignments was not achieved, over 80% of the sample handling ongoing caseload. About one third of the subjects achieved their present positions by promotion from within (Section F) and of these the previous job was mostly clerical (Section G).

Section H illustrates that the various ways to satisfy the experience requirement for the present job are used about equally. Six months was the median and modal duration in the IMWT title (Section I) and one year in the IMW I position (Section J). Most IMW II's in the sample had been in that title for 6 - 9 months (Section K).

The median length of tenure with DPW (Section L) was found to be three years,[1/] which fact was not consonant with our sampling plan.

Sections M, N, O, and P of Table 12 demonstrate additional problems with the sampling. They are, respectively:

1. Location is confounded with race, i.e., the Philadelphia sample was predominantly black, Allegheny predominantly white.[2/] (Chi square = 33.01; $p < .001$)

2. Location is also confounded with sex -- the Philadelphia sample tending toward females and Allegheny toward males. (Chi square = 5.87; $p < .02$)

3. It follows from 1 and 2 above that race and sex would also be confounded: the blacks in the sample tended to be female and the whites, male. (Chi square = 10.19; $p < .01$)

4. The proper interpretation of Section P of Table 12 is that white males in Allegheny County tend to have higher education and less tenure than black females in Philadelphia.

1/ After dropping 5 individuals with ten or more years in the DPW.

2/ This dual sample was planned, of course, but later we were to discover that different hiring and other administrative practices in Philadelphia and Allegheny County were to render differential racial validity analyses almost meaningless.

Table 12. Biographical Breakdown of Validation Sample of Job Incumbents (N = 86).

A

TITLE	FREQUENCY	PERCENT
IMWT	6	7.0
IMW I	26	30.2
IMW II	54	62.8
TOTALS	86	100.0

B

SEX	FREQUENCY	PERCENT
Male	30	34.9
Female	56	65.1
TOTALS	86	100.0

C

RACE	FREQUENCY	PERCENT
Black	52	60.5
White	33	38.4
Other	1	1.1
TOTALS	86	100.0

Table 12, contd.

D

EDUCATION (YRS.)	FREQUENCY	PERCENT
10	1	1.2
11	1	1.2
12	38	44.7
13	9	10.6
14	5	5.9
15	8	9.4
16	18	21.2
>16	5	5.9
TOTALS	85	100.0

E

ASSIGNMENT	FREQUENCY	PERCENT
Ongoing caseload	70	81.4
Intake	7	8.1
Food stamps	4	4.7
Other	5	5.8
TOTALS	86	100.0

F

PROGRESSION	FREQUENCY	PERCENT
Not Promoted to IMWT from County Board job	59	68.6
Promoted to IMWT from County Board job	27	31.4
TOTALS	86	100.0

G

PREVIOUS COUNTY BOARD JOB	FREQUENCY	PERCENT
N/A	59	68.6
Clerical	23	26.7
Human Services Aide	3	3.5
Other	1	1.1
TOTALS	86	100.0

H

EXPERIENCE REQUIREMENT	FREQUENCY	PERCENT
Three years interviewing, etc.	18	21.2
One year as Clerk II in a CBA (budget or medical)	12	14.1
Two years as Clerk II in any other function	13	15.3
Three years of college	15	17.6
Associate degree	7	8.2
Other	20	23.5
TOTALS	85	100.0

Table 12, contd.

I

TENURE AS IMWT (MOS.)	FREQUENCY	PERCENT
2	1	1.2
3	2	2.4
4	5	6.1
5	1	1.2
6	40	48.8
12	23	28.0
>12	10	12.2
TOTALS	82	100.0

J

TENURE AS IMW I (YRS.)	FREQUENCY	PERCENT
Never	6	7.4
¼	7	8.6
½	6	7.4
3/4	2	2.5
1	51	63.0
2	7	8.6
3	0	0
4	2	2.5
TOTALS	81	100.0

Table 12, contd.

K

TENURE AS IMW II (YRS.)	FREQUENCY	PERCENT
Never	28	34.6
¼	15	18.5
½	15	18.5
3/4	11	13.6
1	7	8.6
2	5	6.2
TOTALS	81	100.0

L

TENURE WITH DEPARTMENT OF WELFARE (YRS.)	FREQUENCY	PERCENT
< ½	1	1.1
½	3	3.5
1	2	2.3
2	27	31.4
3	25	29.1
5	14	16.3
7	14	16.3
TOTALS	86	100.0

10	4	Dropped from sample
15	1	

Table 12, contd.

M

	RACE		
	Minority	White	Total
Philadelphia	48	10	58
Allegheny County	4	23	27
			85

N

	SEX		
	Female	Male	Total
Philadelphia	43	15	58
Allegheny County	12	15	27
			85

O

	SEX		
	Female	Male	Total
Minority	41	11	52
White	14	19	33
			85

P

	BLACK		WHITE (N = 34)	
	Mean	s.d.	Mean	s.d.
EDUCATION (in years)	12.75 (N = 55)	1.38	14.71	1.78
TENURE (in years)	4.69 (N = 56)	2.62	2.48	1.87

Testing Procedure

All Job Trial administration was conducted by Job Trials staff. Personnel from Civil Service and DPW observed during test sessions to acquaint themselves with the testing procedure.

Each administration followed the same procedure with one administrator and one assistant. The administrator read all instructions and was responsible for timing. The assistant monitored to assure that all examinees were turned to the correct page and that none were writing at an inappropriate time. Sessions were conducted one per day. Sites were checked by Job Trials staff to assure adequate space and lighting.

Each test session followed an identical sequence.

1. A general briefing was read by the administrator which explained the purpose of the testing, offered a synopsis of the subtests, and gave general instructions and procedures to be followed during the Job Trial.

2. A five-page Biographical Information Form was completed by each examinee.

3. Examinees completed Relevance Rating Form I whereby the job relevance of the Civil Service test they took when applying for their jobs was rated.

4. The Job Trial was administered. A short break was given mid-way through the Job Trial. The nine Job Trial subtests were administered in the following order:

(1) Assistance Payment Worksheets

(2) Eligibility

(3) Math

(4) Manual

(5) Policy Alternatives

BREAK

(6) Work from Files

(7) Scheduling

(8) Culling Information

(9) Next Response

5. Relevance Rating Form II was completed. On this form examinees were asked to rate the overall job relevance of each of the nine Job Trial subtests.

6. Relevance Rating Form III was completed. This form required examinees to rate the job relevance of each Job Trial subtest in relation to a specific facet of the job of Income Maintenance Worker.

The average total administration time was 4 hours and 9 minutes. This includes the introductory briefing, the completion of one biographical information and three relevance rating forms and a 22 minute break, as well as the administration of the Job Trial itself. When the time for completing the various forms and the break are excluded, the average administration time of the Job Trial alone was 3 hours and 30 minutes for the validation version of the test. After item analysis, and dropping some poor ones, the administration time for the full battery PAWJT becomes just under 3 hours.

Collection of Criterion and Biographical Data

Criteria Collection. Criteria for the Public Assistance Worker Job Trial validation, consisting of supervisory evaluations, were developed by Pennsylvania Civil Service personnel. Collection of criterion data was conducted by

Civil Service and Job Trials staff and were obtained during interviews having one data collector and from one to three supervisors. The average time for criteria collection sessions was 1 hour and 15 minutes. Data were obtained from 24 first line and 15 second line supervisors.

In addition to a Rater Questionnaire, each supervisor completed a number of evaluation forms for each subordinate in the validation sample. The evaluations were of two types: work specific ratings and overall rankings. The Rater Questionnaire and evaluation instruments may be seen in Appendices G, H, and I.

The work specific ratings consisted of an evaluation of six work behaviors which are considered essential to successful job performance.

1. Interviewing
2. Calculating budgets, determining eligibility, and calculating grants
3. Reading, understanding, interpreting, and applying policy in the Assistance Manual
4. Completing case records
5. Organizing work load
6. Relating to clients, coworkers, and supervisors

Overall rank was determined by requesting supervisors to rank their subordinates from best to worst by means of the ranking instrument which may be seen in Appendix I.

Biographical and Relevance Data. Biographical data, such as work history, level of education completed, and current work assignment, as well as

race and sex, were collected for each examinee on a five-page Biographical Information Form (Appendix J).

Three relevance ratings were also obtained from each examinee. These are included as Appendices K, L, and M. Examinees were asked to rate the relevance to their jobs of (1) the Civil Service test they took on applying for their present positions, (2) each of the nine PAWJT subtests, and (3) each Job Trial subtest compared to specific work tasks.

Results

We organize these findings into five categories: intra-criterion set, intra-predictor set, inter criteria-predictor set, inter criteria-biographical data effects, and differential analyses by race.

Criterion Data. Table 13 demonstrates fair to good inter-rater agreement on the various criterion factors. (Maximum possible score = 17 for A through G.) Note that on 7 of the 8 scales, second line supervisors rate the incumbents somewhat lower than their first line supervisors, perhaps indicating greater leniency (and/or ego involvement) for the latter. Nevertheless, the correlations range from .40 for "Relating to clients and coworkers" to .72 for the "Overall Performance Ranking."[1/] Although this indicates only 16% common variance for the former, the r of .40 is still significantly greater than zero. For the Overall Rank there is over 50% "overlap" in what the first and second line supervisors "see" in the performance of their IMW's.

1/ Normalized ranking; scale = 0 - 100.

Table 13. Mean, SD, and Relationship Between 1st and 2nd Line Supervisory Ratings for Six Job Factors. (N = 91)

	Mean Ratings		SD		Correlation	
	1st Line	2nd Line	1st Line	2nd Line	r	P
A. Interviewing	11.2	9.9	3.10	4.05	.55	.0001
B. Determining eligibility and calculating budgets and grants	10.9	9.5	3.49	3.46	.44	.0001
C. Reading, understanding, interpreting, and applying official policy	9.8	9.7	3.55	3.18	.59	.0001
D. Completing case records	9.7	9.0	3.80	3.47	.57	.0001
E. Organizing work load	10.6	10.0	4.03	3.52	.50	.0001
F. Relating to clients and co-workers	11.8	11.9	3.51	3.19	.40	.0003
G. Relevant Criterion Mean (A through E)	10.4	9.6	3.02	3.12	.67	.0001
H. Overall Performance Ranking	50.6	49.5	16.47	17.49	.72	.0001

Criterion G, Relevant Criterion Mean (RCM), is the average of ratings on Criteria A through E. The rating on F, Relating to clients and coworkers, was excluded since the PAWJT does not purport to measure such factors. Note that the RCM has an inter-rater reliability of .67, which is statistically significant at $p = .0001$.

The extent to which the various criteria are interrelated is given in Table 14. The lowest relationship, .57, indicates only a 32% "overlap" between how well one organizes one's work (OW) and how well one relates to other people (RCC). A similar modest relationship is reflected between "Interviewing" (Int) and RCC ($r = .58$).

On the other hand, the highest relationships appear between: 1) (OW) and "Completing case records" (CCR), where $r = .82$ and the "overlap" is therefore just over 2/3; and 2) CCR and "Determining eligibility/calculating budgets" (DE/CBG), where $r = .83$ and the overlap is 69%.

Although the factor structure was not of prime interest, it would appear that at least two underlying factors can be discerned in the above data, viz.: one factor having to do with precision, compulsivity, and carefulness (determined by: DE/CBG, CCR, and OW) and another -- a "people orientation" (defined by RCC and Int).

Table 14. Relationship among Supervisory Rating Factors (1st and 2nd line supervisors combined). N = 91

	Int	DE/CBG	RUIAP	CCR	OW	RCC	RCM	OPR
A. Interviewing (Int)	1.00	.73	.71	.78	.70	.58	.87	.75
B. Determining eligibility/calculating budgets and grants (DE/CBG)		1.00	.76	.83	.71	.63	.89	.72
C. Reading, understanding, interpreting, and applying official policy (RUIAP)			1.00	.78	.78	.62	.89	.67
D. Completing case records (CCR)				1.00	.82	.62	.94	.70
E. Organizing work load (OW)					1.00	.57	.90	.67
F. Relating to clients and coworkers (RCC)						1.00	.67	.61
G. Relevant Criterion Mean (RCM)							1.00	.78
H. Overall Performance Ranking (OPR)								1.00

All r's are significant at P = .0001

88

Predictor Data. The covariation matrix of Table 15 establishes that, among the 9 PAWJT subtests, Scheduling Work and Culling Information are least related (r = .31) and Eligibility Determination and Policy Alternatives are most related (r = .68).

Total score on the existing Civil Service Examination for Assistance Technician Trainee correlates least with Manual Interpretation (r = .33) and Work from Files (r = .34) and most closely with Policy Alternatives (r = .70).

Clearly, the PAWJT subtests are not factorially pure, but no such assumption is necessary. When one looks at mean performance, as in Table 16, it is evident that these Income Maintenance Workers scored high in Manual Comprehension (93%) and Work From Files (91%) and low in Scheduling Work (59%). Thus (assuming equivalent underlying difficulty), it would appear that although not factorially pure, the various subtests are tapping various different skills.

The median % correct among the nine subtests is 80. This would seem to imply the existence of an adequate "ceiling" to the PAWJT inasmuch as it is not entirely too easy for these incumbents. Thus, with applicants one would expect a median less than 80%, as well as larger standard deviations.

Table 15. Intercorrelations of PAWIT Subtests with Each Other and with Civil Service Test Total Score, N = 86.

	APW	E	M	ML	P	WFF	SW	CI	NR	CST
Assistance Payment Worksheets (APW)	1.00	.56	.55	.62	.38	.49	.47	.46	.44	.39
Eligibility (E)		1.00	.59	.60	.68	.58	.65	.50	.64	.62
Math (M)			1.00	.62	.49	.39	.43	.42	.53	.52
Manual (ML)				1.00	.46	.64	.43	.46	.38	.33
Policy (P)					1.00	.54	.53	.63	.65	.70
Work from Files (WFF)						1.00	.49	.43	.46	.34
Scheduling Work (SW)							1.00	.31	.40	.54
Culling Information (CI)								1.00	.48	.43
Next Response (NR)									1.00	.62
Civil Service Test (CST)										1.00

Note: All coefficients are significantly greater than zero at p = .01 or better.

Table 16. Means, S.D., and Percent Equivalents for 9 PAWJT Subtests (N = 86).

Subtest	Maximum Possible Score	Mean	% of Maximum Possible Score	S.D.
Assistance Payment Worksheets	40	32.0	80%	10.6
Eligibility	10	6.9	69	2.1
Math	17	13.8	81	3.5
Manual	8	7.4	93	1.0
Policy Alternatives	7	4.9	70	2.0
Work from Files	30	27.4	91	5.0
Scheduling Work	8	4.7	59	3.7
Culling Information	44	39.2	89	4.7
Next Response	20.5	13.9	68	3.5

Criteria - Predictor Relationships. This section presents the statistical validity evidence for the PAWJT. The simpler, zero-order correlation data from subtest data are presented first. Note in Table 17 that the PAWJT results in 21 r's significant at .05 or better against all 3 criteria; the Civil Service Examination yields 2 significant r's, against training score only.[1/]

Table 18 presents validities of each PAWJT subtest against its respective specific criterion rating. Thus, for example, the "Scheduling Work" PAWJT subtest should logically be related to how well one organizes one's work (OW), and it is to the extent of $r = .29$ ($p < .01$). The remaining entries in Table 18 support the specific statistical validity of all the subtests, with the possible exception of "Culling Oral Information," which correlates with neither of the two criteria (Interviewing and Relating to Clients & Coworkers) it might be expected to. Table 18 should not be taken to imply that a subtest does not correlate with other criteria than the hypothesized one(s). Given the non-factorial purity of the criteria (Table 14), it is not surprising that each subtest correlates with several other criteria as well. That data is omitted in Table 18 so as to emphasize the specific validities found.

1/ A possible mitigating circumstance for the apparent vast PAWJT superiority is the fact that data for the latter were collected temporally close to data for two of the General criteria (Relevant Criterion Mean and Overall Rank) whereas the Civil Service Test scores may be several years old. Training Score, however, is also "old" data, and thus by the same logic should be more closely related to the "old" Civil Service Test data than to the more recent PAWJT scores. That in fact is not the case. With Training Score, PAWJT correlates in 8 instances, Civil Service Examination in 2, a PAWJT advantage of 300%.

Table 17. Zero Order Correlations of the PAWJT and Civil Service Examination Score Against Three Independent Criteria.

Predictors		General Criteria: Relevant Criteria Mean 1/	General Criteria: Overall Rank	General Criteria: Training Score 2/
PAWJT	N:	86	86	37
Assistance Payment Worksheets		.11	.23*	.34*
Eligibility		.35**	.36***	.59***
Math		.16	.24*	.50**
Manual		.28*	.33**	.48**
Policy Alternatives		.23*	.18	.40*
Work from Files		.33**	.28**	.32*
Scheduling Work		.33**	.31**	.53**
Culling Information		.17	.11	.08
Next Response		.24*	.31**	.55***
Civil Service Examination	N:	61	61	23
Effective Expression		.00	-.07	.49*
Reading Comprehension		-.07	-.03	-.04
Table Interpretation		.12	.12	.41*
Chart Interpretation		.21	.22	-.01
Arithmetic Reasoning		.10	.10	.36
Human Behavior		.11	.22	.15
Soc., Econ. & Health Prob. & Res.		.14	.24	.24
Principles of Interviewing		.24	.21	.38

1/ A composite index of job success combining ratings on Criteria A through E on Table 14.

* $p < .05$
** $p < .01$
*** $p \leq .001$

2/ Average of 3 quizzes transformed to Z-scores.

Table 18. Specific validity coefficients for the 9 PAWJT subtests.

PAWJT Subtests	Criterion Factors					
	DE/CBG 1/	RUIAP	CCR	OW	INT	RCC
Eligibility	.29**					
Assist. Payment Worksheets	.13					
Math	.14					
Manual		.22*				
Policy Alternatives		.26*				
Work From Files			.36***			
Scheduling Work				.29**		
Culling Oral Information					.09	.19
Next Response					.17	.30**

1/ The full names of the criteria are given in Table 14.

In Table 19 we present the PAWJT and Civil Service battery validities and reliabilities. Data for two versions (full battery and short) were generated. Full battery scores were calculated as follows:

PAWJT Score = (APW x 1) + (E x 13) + (M x 5) + (ML x 30) + (P x 8) + (WFF x 6) + (SW x 8) + (CI x 1) + (NR x 3)

The weights used were arrived at on the basis of: 1) the zero-order validities and regression weights of each subtest with the criterion; 2) correcting standardized weights by the standard deviation of each subtest; and 3) converting to integral weights that maintain the proportionality of the corrected standardized weights and that insure maximal and comparable validities for the ethnic subgroups. Short version scores were calculated with the same weights for the six subtests involved.

Note in Table 19 that both versions of the PAWJT appear to be more highly related ($r = .36$ and $.37$) to the RCM than does the Civil Service Test ($r = .14$). The ethnic subgroup findings will be discussed below.

Table 19. PAWJT Battery Reliability and Concurrent Validity for Total Group and by Race, Compared to Pennsylvania Civil Service Examination.

	Total Group	Minority Subgroup	White Subgroup
N:	86	53	33
Full Battery (9 Subtests)			
Concurrent Validity with RCM Composite Rating	.36	.39	.40
Significance level	.0011	.0038	.0216
Reliability (stratified alpha)	.96 1/	- 4/	- 4/
Short Version (6 Subtests) 2/			
Concurrent Validity with RCM Composite Rating	.37	.40	.41
Significance level	.0007	.0030	.0178
Reliability (stratified alpha)	.95 3/	- 4/	- 4/
Civil Service Examination Total Score N:	71	44	27
Validity with RCM Composite Rating	.14	.22	.10
Significance level	.2346	.1444	.6216

1/ Based on items in 7 subtests only. The response format for Scheduling Work and Next Response precluded their inclusion in the analysis.

2/ Consists of: Eligibility, Math, Manual, Policy Alternatives, Work from Files, and Scheduling Work.

3/ Based on 5 subtests; excludes Scheduling Work.

4/ Not calculated by subgroups.

Biographical Data Analyses. Table 20 presents means and standard deviations for the criteria, the tests, and the relevancy responses. These data are presented for descriptive purposes only. Comparisons between males and females, blacks and whites, etc., cannot be done cavalierly. Many of the biographical data factors are confounded one with another, so that few "clean" categorizations exist. Table 21 makes this clear.

Education is correlated with race, sex, and tenure (i.e., whites, males, and recent hirees have more of it). Further, in our sample blacks tended to be female (whites, male), and have longer tenure. It follows from the preceding that women tend to have longer tenure than men ($r = .42$). Education and race do not appear related as such to the RCM criterion, but sex and tenure are: women are rated as more job proficient (than men) and the longer the tenure, the higher the supervisory ratings.

The Pennsylvania Civil Service Commission had expressed some specific interest in whether education and work experience were related to job success. With limited resources applied to this question, Table 22 in conjunction with Table 21 appears to say that highly educated incumbents (who tend to be white, male, and recently hired) do not on the average get rated better or worse by their supervisors than lower educated, black females who have been in the DPW longer. It may be that the essential absence of stable correlations between (confounded) education and the criterion ratings reflect that education and tenure counterbalance each other in the supervisory judgment process.

With regard to past work experience, the descriptive data of Table 23 suggest that IMW's who were not promoted from other County Welfare Board jobs tended to get higher average job proficiency ratings from their supervisors

Table 20. Means, SD's of Criteria, Tests, and Relevancy Responses by Demographic Factors.

A. TITLE

	Variable	IMWT N	IMWT M	IMWT SD	IMW-I N	IMW-I M	IMW-I SD	IMW-II N	IMW-II M	IMW-II SD
Criteria	Interviewing	6	9.0	2.68	26	10.5	3.04	54	10.4	3.14
	Deter. Elig. & Calc. Budget	6	8.8	1.12	26	9.7	3.22	54	10.2	2.92
	Read & Interpret Policy	6	8.6	1.57	26	9.3	3.17	54	9.8	3.02
	Complete Case Records	6	9.0	0.44	26	9.1	3.49	54	9.1	3.30
	Organize Work Load	6	9.4	0.58	26	10.6	3.30	54	9.9	3.37
	Relate to Clients & Coworkers	6	11.3	2.58	26	11.8	2.97	54	11.6	2.74
	Relevant Criterion Mean	6	8.9	0.76	26	9.8	2.93	54	9.9	2.85
	Overall Performance Rating	6	43.1	7.44	26	49.0	15.70	54	48.4	16.68
	Civil Service Score	6	76.3	10.87	21	64.8	12.18	44	69.9	13.27
	Training Score	5	222.4	54.79	11	220.3	68.22	21	233.6	93.06
PAWJT Subtests	Assist. Payment Worksheets	6	35.5	10.07	26	30.7	10.37	54	32.2	10.78
	Eligibility	6	8.3	1.86	26	6.4	1.96	54	6.9	2.53
	Math	6	16.0	1.09	26	12.8	3.35	54	14.0	3.58
	Manual	6	8.0	0.0	26	7.5	0.76	54	7.2	1.13
	Policy Alternatives	6	6.1	1.16	26	4.7	1.79	54	4.7	2.10
	Work From Files	6	29.3	0.81	26	28.3	2.75	54	26.7	5.97
	Scheduling Work	6	4.6	3.77	26	3.8	3.45	54	5.1	3.74
	Culling Information	6	41.0	3.22	26	39.1	5.24	54	39.0	4.62
	Next Response	6	163.3	26.58	26	137.6	38.47	54	136.6	33.86
	Civil Service Test Relevancy	6	1.3	0.51	25	1.8	0.74	54	1.6	0.65
	PAWJT Relevancy	6	3.6	0.32	26	3.2	0.77	54	3.2	0.55

Table 20, contd.

B. SEX

	Variable	Male N	Male M	Male SD	Female N	Female M	Female SD
Criteria	Interviewing	30	9.0	2.76	56	11.1	3.01
	Deter. Elig. & Calc. Budget	30	9.5	3.30	56	10.2	2.73
	Read & Interpret Policy	30	9.2	2.65	56	9.7	3.15
	Complete Case Records	30	8.4	3.41	56	9.5	3.09
	Organize Work Load	30	9.2	3.32	56	10.5	3.12
	Relate to Clients & Coworkers	30	11.4	2.82	56	11.8	2.77
	Relevant Criterion Mean	30	9.1	2.82	56	10.2	2.69
	Overall Performance Rating	30	44.5	16.67	56	50.2	15.17
	Civil Service Score	28	74.5	11.31	43	65.3	12.86
	Training Score	15	230.7	67.41	22	226.4	89.82
PAWJT Subtests	Assist. Payment Worksheets	30	32.5	10.78	56	31.8	10.53
	Eligibility	30	6.8	2.47	56	6.8	2.31
	Math	30	14.5	3.18	56	13.4	3.57
	Manual	30	7.2	1.15	56	7.5	0.91
	Policy Alternatives	30	5.2	1.82	56	4.6	2.05
	Work From Files	30	26.4	6.25	56	27.9	4.19
	Scheduling Work	30	4.9	3.82	56	4.6	3.61
	Culling Information	30	39.3	4.54	56	39.1	4.85
	Next Response	30	144.0	27.05	56	136.0	38.79
	Civil Service Test Relevancy	30	1.8	0.59	55	1.5	0.71
	PAWJT Relevancy	30	3.2	0.42	56	3.2	0.70

Table 20, contd.

C. RACE

	Variable	Minority Subgroup N	Minority Subgroup M	Minority Subgroup SD	White Subgroup N	White Subgroup M	White Subgroup SD
Criteria	Interviewing	53	10.6	3.05	33	9.9	3.11
	Deter. Elig. & Calc. Budget	53	9.9	2.70	33	10.0	3.32
	Read & Interpret Policy	53	9.5	3.02	33	9.6	2.97
	Complete Case Records	53	9.3	3.01	33	8.9	3.58
	Organize Work Load	53	10.0	3.14	33	10.0	3.42
	Relate to Clients & Coworkers	53	11.9	2.89	33	11.3	2.57
	Relevant Criterion Mean	53	9.9	2.64	33	9.7	3.01
	Overall Performance Rating	53	49.0	15.35	33	47.0	16.79
	Civil Service Score	44	63.3	11.48	27	78.1	9.83
	Training Score	21	200.4	82.68	16	264.6	62.75
PAWJT Subtests	Assist. Payment Worksheets	53	29.4	11.91	33	36.1	6.10
	Eligibility	53	6.2	2.37	33	7.8	1.96
	Math	53	12.7	3.74	33	15.5	2.00
	Manual	53	7.2	1.11	33	7.6	0.78
	Policy Alternatives	53	4.2	1.94	33	5.8	1.66
	Work From Files	53	27.2	4.46	33	27.7	5.88
	Scheduling Work	53	3.8	3.72	33	6.0	3.17
	Culling Information	53	38.1	5.24	33	40.9	3.08
	Next Response	53	132.5	36.32	33	148.9	31.19
	Civil Service Test Relevancy	52	1.6	0.71	33	1.7	0.62
	PAWJT Relevancy	53	3.3	0.68	33	3.2	0.50

Table 20, contd.

D. EDUCATION

	Variable	12 yrs. or less N	12 yrs. or less M	12 yrs. or less SD	13 yrs. or more N	13 yrs. or more M	13 yrs. or more SD
Criteria	Interviewing	41	10.7	3.27	45	10.0	2.99
	Deter. Elig. & Calc. Budget	41	9.7	3.14	45	10.2	2.75
	Read & Interpret Policy	41	9.1	2.98	45	10.0	2.95
	Complete Case Records	41	8.6	3.42	45	9.6	3.01
	Organize Work Load	41	9.6	3.44	45	10.4	3.02
	Relate to Clients & Coworkers	41	11.3	3.10	45	12.0	2.43
	Relevant Criterion Mean	41	9.6	2.93	45	10.0	2.63
	Overall Performance Rating	41	47.3	15.41	45	49.0	16.37
	Civil Service Score	33	62.0	10.13	38	75.0	12.29
	Training Score	15	210.1	101.64	22	240.5	61.86
PAWJT Subtests	Assist. Payment Worksheets	41	29.2	11.73	45	34.5	8.75
	Eligibility	41	6.1	2.43	45	7.5	2.09
	Math	41	12.6	3.80	45	14.9	2.73
	Manual	41	7.2	1.15	45	7.5	0.83
	Policy Alternatives	41	4.1	2.03	45	5.5	1.71
	Work From Files	41	26.3	6.00	45	28.4	3.73
	Scheduling Work	41	3.4	3.57	45	5.8	3.41
	Culling Information	41	37.7	5.55	45	40.5	3.34
	Next Response	41	128.6	34.98	45	148.1	33.08
	Civil Service Test Relevancy	40	1.6	0.70	45	1.7	0.65
	PAWJT Relevancy	41	3.3	0.69	45	3.2	0.54

Table 20, contd.

E. ASSIGNMENT

	Variable	Ongoing Caseload N	M	SD	Other N	M	SD
Criteria	Interviewing	70	10.4	3.13	16	10.2	2.89
	Deter. Elig. & Calc. Budget	70	10.2	2.69	16	9.0	3.80
	Read & Interpret Policy	70	9.6	2.85	16	9.3	3.61
	Complete Case Records	70	9.2	2.98	16	8.6	4.22
	Organize Work Load	70	10.2	3.14	16	9.[illegible]	3.62
	Relate to Clients & Coworkers	70	11.8	2.65	16	11.0	3.28
	Relevant Criterion Mean	70	9.9	2.64	16	9.3	3.34
	Overall Performance Rating	70	50.2	14.52	16	39.5	18.82
	Civil Service Score	56	69.8	12.81	15	65.6	13.67
	Training Score	34	228.9	83.65	3	219.3	31.72
PAWJT Subtests	Assist. Payment Worksheets	70	33.5	9.33	16	25.4	13.19
	Eligibility	70	7.0	2.40	16	6.1	2.02
	Math	70	14.1	3.07	16	12.2	4.62
	Manual	70	7.5	0.97	16	6.9	1.06
	Policy Alternatives	70	4.8	2.04	16	4.8	1.74
	Work From Files	70	27.6	4.64	16	26.5	6.55
	Scheduling Work	70	5.0	3.67	16	3.4	2.46
	Culling Information	70	39.1	4.94	16	39.1	[illegible].74
	Next Response	70	141.7	35.64	16	125.[illegible]	30.88
	Civil Service Test Relevancy	70	1.7	0.66	15	1.5	0.74
	PAWJT Relevancy	70	3.3	0.57	16	3.0	0.78

Table 20, contd.

F. PROGRESSION

	Variable	Not Promoted from CB N	M	SD	Promoted from CB N	M	SD
Criteria	Interviewing	59	10.2	2.98	27	10.7	3.30
	Deter. Elig. & Calc. Budget	59	10.1	3.10	27	9.6	2.54
	Read & Interpret Policy	59	10.0	2.82	27	8.6	3.16
	Complete Case Records	59	9.1	3.38	27	9.0	2.91
	Organize Work Load	59	10.3	3.08	27	9.5	3.58
	Relate to Clients & Coworkers	59	11.9	2.55	27	11.1	3.19
	Relevant Criterion Mean	59	9.9	2.78	27	9.5	2.77
	Overall Performance Rating	59	48.6	16.34	27	47.3	14.97
	Civil Service Score	46	72.6	13.12	25	62.1	9.80
	Training Score	26	224.2	87.25	11	237.5	64.43
PAWJT Subtests	Assist. Payment Worksheets	59	32.7	10.07	27	30.4	11.59
	Eligibility	59	6.9	2.36	27	6.5	2.35
	Math	59	14.0	3.48	27	13.3	3.64
	Manual	59	7.3	1.09	27	7.4	0.80
	Policy Alternatives	59	5.0	1.97	27	4.4	1.96
	Work From Files	59	27.4	5.32	27	27.3	4.40
	Scheduling Work	59	5.0	3.68	27	4.0	3.61
	Culling Information	59	39.7	3.77	27	37.8	6.19
	Next Response	59	141.3	33.74	27	133.3	38.23
	Civil Service Test Relevancy	58	1.7	0.64	27	1.4	0.69
	PAWJT Relevancy	59	3.2	0.55	27	3.2	0.76

Table 20, contd.

G. EXPERIENCE

	Variable	3 yrs. of Interviewing, etc. N	M	SD	1 yr. as Budget or Medical Clerk II N	M	SD	2 yrs. as other Clerk N	M	SD
Criteria	Interviewing	18	10.6	3.42	12	11.1	2.51	13	10.6	3.14
	Deter. Elig. & Calc. Budget	18	10.1	3.71	12	9.9	2.85	13	9.8	2.54
	Read & Interpret Policy	18	9.6	3.83	12	9.5	3.17	13	9.1	2.51
	Complete Case Records	18	8.6	4.20	12	9.1	2.95	13	9.6	2.36
	Organize Work Load	18	9.6	3.73	12	9.6	3.77	13	10.3	2.39
	Relate to Clients & Coworkers	18	10.5	2.99	12	11.6	3.19	13	11.8	2.74
	Relevant Criterion Mean	18	9.7	3.54	12	9.8	2.59	13	9.9	2.23
	Overall Performance Rating	18	48.6	15.42	12	47.0	18.19	13	48.4	16.22
	Civil Service Score	12	71.1	10.52	12	60.2	9.89	11	55.6	7.64
	Training Score	9	207.6	91.94	2	244.0	62.22	5	173.6	121.70
PAWJT Subtests	Assist. Payment Worksheets	18	27.2	12.75	12	34.2	9.24	13	27.3	13.16
	Eligibility	18	6.[illegible]	2.76	12	6.6	2.26	13	5.6	2.25
	Math	18	12.1	4.78	12	13.3	2.96	13	12.4	3.23
	Manual	18	6.8	1.38	12	7.5	0.79	13	7.4	0.87
	Policy Alternatives	18	4.6	2.27	12	3.8	1.85	13	3.8	1.95
	Work From Files	18	25.4	7.04	12	28.0	2.31	13	27.6	3.54
	Scheduling Work	18	4.5	3.85	12	4.1	3.27	13	2.9	3.61
	Culling Information	18	36.3	5.75	12	37.7	3.49	13	38.0	6.77
	Next Response	18	131.3	36.12	12	118.3	33.59	13	131.5	36.19
	Civil Service Test Relevancy	18	1.9	0.72	11	1.3	0.67	13	1.4	0.66
	PAWJT Relevancy	18	3.3	0.61	12	3.2	0.80	13	3.2	0.87

Table 20, Section G, contd.

G. EXPERIENCE

	Variable	3 yrs. of college or Assoc. Degree N	M	SD	Other N	M	SD
Criteria	Interviewing	22	9.3	2.28	20	10.9	3.65
	Deter. Elig. & Calc. Budget	22	9.6	2.10	20	10.8	3.12
	Read & Interpret Policy	22	9.2	1.81	20	10.3	3.51
	Complete Case Records	22	9.0	2.61	20	9.7	3.34
	Organize Work Load	22	10.2	2.83	20	10.6	3.47
	Relate to Clients & Coworkers	22	12.7	1.43	20	11.8	2.99
	Relevant Criterion Mean	22	9.5	2.00	20	10.4	3.17
	Overall Performance Rating	22	47.3	12.69	20	50.9	18.04
	Civil Service Score	19	76.7	11.92	16	74.5	10.72
	Training Score	10	240.8	48.93	11	255.2	72.22
PAWJT Subtests	Assist. Payment Worksheets	22	35.0	7.72	20	35.4	7.50
	Eligibility	22	7.6	1.67	20	7.6	2.27
	Math	22	15.7	1.68	20	14.4	3.06
	Manual	22	7.8	0.46	20	7.4	0.94
	Policy Alternatives	22	5.7	1.54	20	5.4	1.78
	Work From Files	22	28.8	1.78	20	28.2	4.53
	Scheduling Work	22	5.5	3.58	20	5.7	3.58
	Culling Information	22	41.2	2.11	20	41.1	3.22
	Next Response	22	150.4	31.12	20	151.0	33.50
	Civil Service Test Relevancy	22	1.6	0.56	20	1.6	0.67
	PAWJT Relevancy	22	3.1	0.55	20	3.3	0.40

Table 20, contd.

H. TENURE AS IMWT

	Variable	5 mos. or less N	5 mos. or less M	5 mos. or less SD	6 mos. N	6 mos. M	6 mos. SD	12 mos. or more N	12 mos. or more M	12 mos. or more SD
Criteria	Interviewing	13	9.2	2.76	40	10.5	2.81	33	10.6	3.46
	Deter. Elig. & Calc. Budget	13	9.1	2.41	40	10.2	2.67	33	10.1	3.41
	Read & Interpret Policy	13	9.1	3.19	40	9.7	2.45	33	9.5	3.51
	Complete Case Records	13	8.4	2.69	40	9.4	3.08	33	9.0	3.60
	Organize Work Load	13	9.6	1.62	40	10.5	2.95	33	9.6	3.95
	Relate to Clients & Coworkers	13	12.1	2.23	40	12.1	2.20	33	10.9	3.42
	Relevant Criterion Mean	13	9.1	2.12	40	10.1	2.47	33	9.8	3.31
	Overall Performance Rating	13	47.3	10.91	40	49.3	15.50	33	47.3	18.10
	Civil Service Score	11	67.3	11.94	37	71.9	12.19	23	64.9	14.06
	Training Score	6	168.3	89.59	21	264.0	52.57	10	188.7	90.46
PAWJT Subtests	Assist. Payment Worksheets	13	33.8	11.09	40	35.0	7.75	33	27.7	12.05
	Eligibility	13	6.5	2.53	40	7.7	1.90	33	5.8	2.42
	Math	13	14.3	3.81	40	14.4	2.94	33	12.8	3.77
	Manual	13	7.4	1.39	40	7.6	0.57	33	7.0	1.18
	Policy Alternatives	13	5.0	1.77	40	5.3	1.67	33	4.2	2.24
	Work From Files	13	26.6	5.92	40	28.3	3.97	33	26.6	5.73
	Scheduling Work	13	3.4	3.82	40	6.0	3.09	33	3.6	3.84
	Culling Information	13	39.6	3.61	40	39.5	5.22	33	38.5	4.51
	Next Response	13	140.3	34.06	40	144.6	32.15	33	131.2	38.60
	Civil Service Test Relevancy	13	1.6	0.76	39	1.7	0.65	33	1.5	0.66
	PAWJT Relevancy	13	3.6	0.36	40	3.1	0.65	33	3.2	0.62

Table 20, contd.

I. TENURE AS IMW I

	Variable	Less than 1 yr. N	Less than 1 yr. M	Less than 1 yr. SD	1 yr. N	1 yr. M	1 yr. SD	2 yrs. or more N	2 yrs. or more M	2 yrs. or more SD
Criteria	Interviewing	26	9.9	2.65	51	10.5	3.21	9	10.6	3.64
	Deter. Elig. & Calc. Budget	26	9.6	2.70	51	10.5	2.94	9	8.0	2.80
	Read & Interpret Policy	26	9.6	2.76	51	9.7	3.13	9	8.2	2.70
	Complete Case Records	26	8.9	3.18	51	9.4	3.12	9	8.0	3.97
	Organize Work Load	26	10.0	2.44	51	10.3	3.53	9	8.6	3.41
	Relate to Clients & Coworkers	26	11.7	2.98	51	11.9	2.45	9	10.0	3.54
	Relevant Criterion Mean	26	9.6	2.32	51	10.1	2.91	9	8.7	3.08
	Overall Performance Rating	26	45.5	13.73	51	50.6	16.36	9	42.4	17.55
	Civil Service Score	22	68.0	11.26	43	70.0	13.56	6	64.3	15.97
	Training Score	13	243.5	54.92	21	224.2	89.87	3	189.3	117.41
PAWJT Subtests	Assist. Payment Worksheets	26	32.2	9.54	51	33.9	9.53	9	20.6	12.79
	Eligibility	26	7.1	1.97	51	7.0	2.31	9	4.6	2.69
	Math	26	14.3	2.75	51	14.0	3.44	9	11.3	4.63
	Manual	26	7.6	0.69	51	7.4	0.85	9	6.3	1.80
	Policy Alternatives	26	5.2	1.37	51	5.0	2.01	9	2.7	2.16
	Work From Files	26	27.8	5.82	51	28.0	3.71	9	22.5	6.82
	Scheduling Work	26	4.3	3.53	51	5.3	3.55	9	1.0	2.64
	Culling Information	26	39.1	6.16	51	39.5	3.81	9	36.8	4.48
	Next Response	26	142.5	26.58	51	142.3	35.76	9	108.3	42.20
	Civil Service Test Relevancy	26	1.9	0.68	50	1.6	0.66	9	1.2	0.44
	PAWJT Relevancy	26	3.3	0.68	51	3.2	0.59	9	3.3	0.64

Table 20, contd.

J. TENURE AS IMW II

	Variable	Never N	Never M	Never SD	3 - 6 mos. N	3 - 6 mos. M	3 - 6 mos. SD	9 mos. or more N	9 mos. or more M	9 mos. or more SD
Criteria	Interviewing	28	10.3	3.06	30	9.4	2.84	23	11.8	3.13
	Deter. Elig. & Calc. Budget	28	9.7	2.57	30	9.1	2.62	23	11.7	2.71
	Read & Interpret Policy	28	9.4	2.59	30	9.2	2.49	23	10.6	3.54
	Complete Case Records	28	9.5	2.77	30	8.3	3.22	23	10.3	3.22
	Organize Work Load	28	10.6	2.64	30	9.5	3.08	23	10.4	3.75
	Relate to Clients & Coworkers	28	11.8	2.84	30	11.4	2.52	23	12.1	2.97
	Relevant Criterion Mean	28	9.9	2.38	30	9.1	2.51	23	10.9	3.03
	Overall Performance Rating	28	48.7	14.32	30	44.3	13.64	23	53.7	19.31
	Civil Service Score	23	68.2	12.15	28	72.7	12.71	15	65.7	13.37
	Training Score	15	221.4	64.65	14	224.0	86.50	7	252.8	109.59
PAWJT Subtests	Assist. Payment Worksheets	28	31.3	10.35	30	33.3	10.38	23	31.6	10.92
	Eligibility	28	7.0	1.98	30	7.0	2.65	23	6.8	2.34
	Math	28	13.8	2.61	30	14.1	3.90	23	14.0	3.22
	Manual	28	7.6	0.66	30	7.3	1.24	23	7.2	1.04
	Policy Alternatives	28	5.1	1.66	30	5.1	1.93	23	4.5	2.21
	Work From Files	28	28.7	1.93	30	26.3	6.58	23	28.0	4.09
	Scheduling Work	28	4.1	3.54	30	5.2	3.74	23	5.2	3.75
	Culling Information	28	39.5	5.19	30	39.4	3.56	23	39.2	4.61
	Next Response	28	144.4	33.00	30	133.6	31.18	23	142.8	36.17
	Civil Service Test Relevancy	27	1.6	0.67	30	1.6	0.62	23	1.6	0.65
	PAWJT Relevancy	28	3.2	0.75	30	3.1	0.65	23	3.3	0.41

Table 20, contd.

K. TENURE WITH DW

	Variable	1 yr. or less N	1 yr. or less M	1 yr. or less SD	2 yrs. N	2 yrs. M	2 yrs. SD	3 yrs. N	3 yrs. M	3 yrs. SD
Criteria	Interviewing	6	8.2	2.27	27	9.7	2.84	25	10.5	3.24
	Deter. Elig. & Calc. Budget	6	8.3	4.13	27	9.7	2.45	25	10.4	3.12
	Read & Interpret Policy	6	7.6	3.50	27	9.7	2.06	25	10.1	3.42
	Complete Case Records	6	8.5	4.45	27	8.6	3.27	25	9.5	3.23
	Organize Work Load	6	8.9	3.94	27	10.2	2.81	25	10.1	3.22
	Relate to Clients & Coworkers	6	10.7	3.35	27	11.9	2.11	25	11.9	2.95
	Relevant Criterion Mean	6	8.3	3.28	27	9.6	2.44	25	10.1	2.99
	Overall Performance Rating	6	38.8	14.98	27	45.2	13.29	25	51.7	17.62
	Civil Service Score	5	86.0	1.41	25	74.9	10.60	16	69.5	12.36
	Training Score	4	258.0	31.86	14	243.9	60.44	13	208.0	87.59
PAWJT Subtests	Assist. Payment Worksheets	6	40.0	0.0	27	32.9	8.35	25	31.3	12.21
	Eligibility	6	8.1	1.72	27	7.3	2.18	25	6.9	2.59
	Math	6	16.3	0.81	27	14.5	2.80	25	14.0	3.81
	Manual	6	7.6	0.51	27	7.5	0.93	25	7.2	1.36
	Policy Alternatives	6	6.5	0.83	27	5.6	1.36	25	5.0	2.14
	Work From Files	6	29.8	0.40	27	27.3	5.75	25	27.4	5.48
	Scheduling Work	6	6.5	1.97	27	5.2	3.82	25	4.8	3.79
	Culling Information	6	41.6	1.86	27	40.6	2.33	25	39.4	4.70
	Next Response	6	173.3	27.86	27	142.2	26.68	25	144.6	33.81
	Civil Service Test Relevancy	6	2.1	0.40	27	1.8	0.66	25	1.5	0.58
	PAWJT Relevancy	6	3.3	0.68	27	3.1	0.44	25	3.4	0.46

Table 20, Section K, contd.

K. TENURE WITH DW

	Variable	5 yrs. N	5 yrs. M	5 yrs. SD	7 yrs. N	7 yrs. M	7 yrs. SD
Criteria	Interviewing	14	10.3	3.47	14	12.2	2.36
	Deter. Elig. & Calc. Budget	14	9.2	2.86	14	11.3	2.71
	Read & Interpret Policy	14	8.5	3.15	14	10.2	3.06
	Complete Case Records	14	8.3	2.52	14	10.6	3.09
	Organize Work Load	14	10.0	3.42	14	10.2	3.85
	Relate to Clients & Coworkers	14	10.0	3.41	14	12.9	2.06
	Relevant Criterion Mean	14	9.3	2.73	14	10.9	2.68
	Overall Performance Rating	14	47.5	17.18	14	52.5	15.22
PAWJT Subtests	Civil Service Score	14	56.7	8.57	11	62.3	9.93
	Training Score	3	170.0	157.16	3	260.6	88.23
	Assist. Payment Worksheets	14	28.6	12.27	14	31.5	10.89
	Eligibility	14	5.4	2.02	14	6.6	2.34
	Math	14	12.5	3.27	14	12.2	4.00
	Manual	14	7.5	0.75	14	7.2	0.82
	Policy Alternatives	14	3.0	2.01	14	4.2	1.68
	Work From Files	14	25.6	5.21	14	28.4	3.00
	Scheduling Work	14	4.1	3.54	14	3.2	3.64
	Culling Information	14	35.2	6.82	14	38.8	4.63
	Next Response	14	104.6	34.99	14	141.4	33.65
	Civil Service Test Relevancy	14	1.6	0.92	13	1.3	0.48
	PAWJT Relevancy	14	3.3	0.80	14	3.1	0.90

Table 21. Biographical Data and Relevant Criterion Mean Intercorrelations.

	N	Education	Race	Sex	Tenure with DPW	Relevant Criterion Mean
Education	90	1.00	.56	.50	-.58	-.03
Race	91		1.00	.44	.53	-.03
Sex	91			1.00	.42	.21
Tenure	91				1.00	.24
RCM						1.00

Note: One underline means $p < .05$
Three underlines mean $p < .001$

Table 22. Validity of Amount of Education for Predicting Job Success.

	Correlation with Amount of Education	
Supervisory Ratings	r	P
Interviewing	-.20	.0514
Determining Eligibility and Calculating Budget	-.01	n.s.
Reading and Interpreting Policy	.01	n.s.
Completing Case Records	.06	n.s.
Organizing Work Load	-.01	n.s.
Relating to Clients and Coworkers	.14	.1772
Relevant Criterion Mean	-.03	n.s.
Overall Performance Rating	-.02	n.s.

Table 23. Prior Work Background and Mean Supervisory Ratings of Job Success

Supervisory Ratings	N: 59 Not Promoted from CB Job		N: 27 Promoted from CB Job		3 yrs. Interviewing, etc. (N = 18)		1 yr. Budget/Med. Clerk II (N = 12)		2 yrs. as other Clerk (N = 13)		3 yrs. College or Associate Degree (N = 22)		Other (including college graduates) (N = 20)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Interviewing	10.2	3.0	(10.8)	3.3	10.6	3.4	(11.1)	2.5	10.7	3.1	9.3	2.3	10.9	3.7
Determine Eligibility & Calculate Budget	(10.2)	3.1	9.6	2.5	10.1	3.7	9.9	2.9	9.8	2.5	9.6	2.1	(10.9)	3.1
Read & Interpret Policy	(10.0)	2.8	8.7	3.2	9.6	3.8	9.5	3.2	9.2	2.5	9.3	1.8	(10.3)	3.5
Complete Case Records	(9.2)	3.4	9.1	2.9	8.7	4.2	9.1	3.0	9.6	2.4	9.1	2.6	(9.8)	3.3
Organize Work Load	(10.3)	3.1	9.5	3.6	9.7	3.7	9.7	3.8	10.4	2.4	10.2	2.8	(10.6)	3.5
Relate to Clients & Coworkers	(12.1)	2.6	11.2	3.2	10.6	3.0	11.7	3.2	11.8	2.7	(12.7)	1.4	11.9	3.0
Relevant Criterion Mean	(10.0)	2.8	9.5	2.8	9.8	3.5	9.9	2.6	9.9	2.2	9.5	2.0	(10.5)	3.2
Overall Performance Rating	(48.7)	16.3	47.3	15.0	48.6	15.4	47.0	18.2	48.5	16.2	47.3	12.7	(51.0)	18.0

(○) = higher (or highest) mean

than those who were so promoted. Further, it would appear (from the right portion of Table 23) that incumbents who met the IMW experience requirement through prior activities other than the varieties listed tended to get the higher mean proficiency ratings.

Ethnic Subgroup Analyses. It should be clear already that rigorous differential validity analyses are not feasible due to problems in sampling, and due to differing selection procedures operating in Philadelphia and Allegheny County.

Being in the black subgroup also implied: working in Philadelphia where hiring is not limited to the top of the Civil Service Test list (Table 12M); being female (Table 21); having less education (Table 21); and longer tenure at DPW (Table 21).

Being in the white subgroup also implied: working in Allegheny County where hiring is done from the top of the Civil Service Test list (Table 12M); being male, with more education and shorter tenure (Table 21).

With that caveat, we can examine the data. Table 19 reported virtually identical validity coefficients (.39 and .40) for the two ethnic subgroups.[1/] This fact implies equivalent PAWJT predictive power in the two groups.

The question of whether long term, low education minority females perform or are rated differently than short term, high education white males is examined in Table 24. The general answer is yes, to some extent. Supervisory criterion ratings show the minority incumbents to be as good or better than white incumbents on their jobs.[2/]

1/ The reader will remember that that was one objective in the development of weights to be applied to raw scores.

2/ There is an assumption here of objectivity and accuracy in the supervisors' ratings.

Table 24. The Magnitude of Racial Performance Mean Differences.

	Variable	Minority Mean	White Mean	Minority to White Mean Ratio	Minority SD	White SD	Minority to White SD Ratio
Criteria	Interviewing	10.6	9.9	107	3.05	3.11	98
	Deter. Elig. & Calc. Budget	9.9	10.0	99	2.70	3.32	81
	Read & Interpret Policy	9.5	9.6	99	3.02	2.97	102
	Complete Case Records	9.3	8.9	104	3.01	3.58	84
	Organize Work Load	10.0	10.0	100	3.14	3.42	92
	Relate to Clients & Coworkers	11.9	11.3	105	2.89	2.57	112
	Relevant Criterion Mean	9.9	9.7	102	2.64	3.01	88
	Overall Performance Rating	49.0	47.0	104	15.35	16.79	91
	Training Score	200.4	264.6	77	82.68	62.75	132
PAWJT Subtests	Assist. Payment Worksheets	29.4	36.1	81	11.91	6.10	195
	Eligibility	6.2	7.8	79	2.37	1.96	121
	Math	12.7	15.5	82	3.74	2.00	187
	Manual	7.2	7.6	95	1.11	0.78	142
	Policy Alternatives	4.2	5.8	72	1.94	1.66	117
	Work From Files	27.2	27.7	98	4.46	5.88	76
	Scheduling Work	3.8	6.0	63	3.72	3.17	117
	Culling Information	38.1	40.9	93	5.24	3.08	170
	Next Response	132.5	148.9	89	36.32	31.19	116
		PAWJT Mean = 84					
Civil Service Subtests	Effective Expression	4.9	7.0	70	1.99	2.10	95
	Reading Comprehension	6.0	8.2	73	2.15	1.76	122
	Table Interpretation	4.4	7.7	57	2.36	1.98	119
	Chart Interpretation	9.1	9.5	96	1.32	0.59	224
	Arithmetic Reasoning	4.5	8.2	55	2.10	2.28	92
	Human Behavior	6.7	8.1	83	1.62	1.56	104
	Soc., Econ. & Health Prob. & Res.	13.6	14.0	97	2.07	1.86	111
	Principles of Interviewing	13.0	15.3	85	2.47	3.84	64
		Civil Service Mean = 77					
	N:	53	33		53	33	
Total Scores	PAWJT Full Battery Total Score	698.6	792.8	88	135.82	124.54	109
	PAWJT Short Version Total Score	591.2	671.0	88	118.49	112.25	106
	Civil Service Test Total Score	63.3	78.1	81	11.48	9.83	117
	N:	44	27		44	27	

However, the average minority member performs at a 77% level of the average white on the average Civil Service subtest (84% with the PAWJT subtests); achieves 77% of what the average white achieves in training; and gets 81% of the average white Civil Service Total Test Score (88% of PAWJT Total Score).

It may be argued that going from 77 to 84% (as in the subtest scores) and 81 to 88% (in the total scores) is no more than a trivial advantage for the PAWJT. The former, however, constitutes a 9% difference, the latter an 8.6% difference.

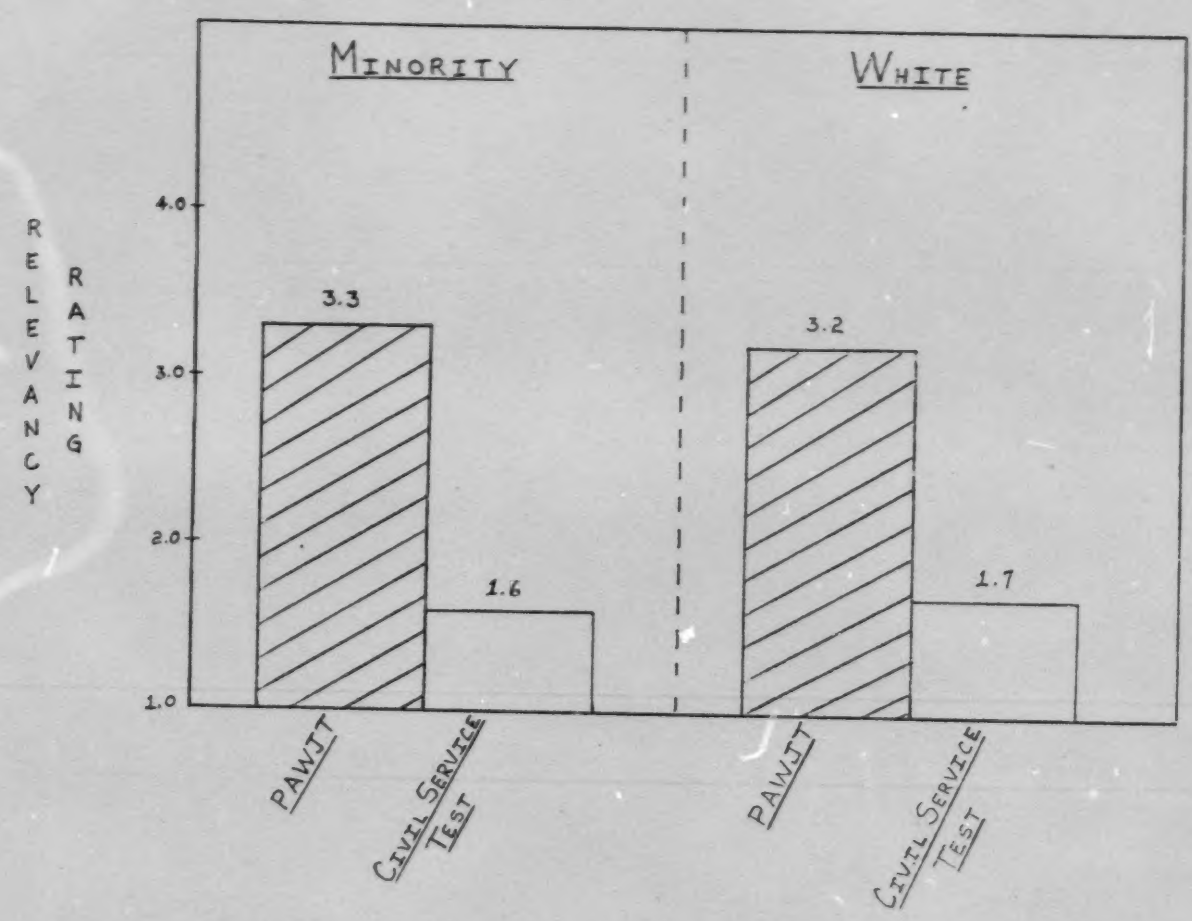
An additional element of information that may be germane in differential validity analysis is the race of the supervisor who is generating the criterion ratings. In this study there were 38 supervisors involved, 23 in Philadelphia and 15 in Allegheny County. In general the racial-location confounding present in the IMW's was also there for their supervisors. The Philadelphia supervisors tended to be black (18 out of 23), whereas the Allegheny County supervisors tended to be white (11 out of 15).

Analysis of the differential statistical effects at each location could not be carried out due to only 4 minority IMW's in Allegheny County and only 10 white IMW's in the Philadelphia sample.

With regard to content validity and perceived job relatedness, Figure 10 is instructive. Both racial subgroups see the PAWJT as much more relevant to their work than the Civil Service Examination. Interestingly, black IMW's see the Civil Service Examination as slightly less relevant and the PAWJT as slightly more relevant than their white colleagues.

A serendipitous finding in Table 24 provides an empirical check on ramifications of administrative selection strategy and decisions. If most of the black IMW's are from Philadelphia and if hiring by the Philadelphia DPW office is done

Figure 10. MEAN RELEVANCY RATINGS: PAWJT VS. CIVIL SERVICE TEST BY RACE



from the entire Civil Service Test list and not just the top, one would expect the Philadelphia/Black group to include not only lower means, but a wider range of individual differences than the white group.

Examination of the standard deviations in Table 24 confirms the hypothesis for most of the predictor variables (i.e., the minority sample variability is greater than the white group variability in 13 out of 17[1/] cases). On the criterion side there is actually a slight reversal. The white group appears to be more variable than the minority group in 5 out of 8[2/] measures. Whether the latter finding implies bias in supervisory ratings or an actual process whereby only black IMW's become more similar to each other on the job, we are unable to investigate with these data.

1/ 9 PAWJT and 8 Civil Service subtests.

2/ 6 individual ratings and Overall Performance Rating and Training Score.

APPENDIX A

JOB ANALYSIS SITE VISIT LOCATIONS

Counties

1. Philadelphia -
   North District Office
   Center District Office
   Passyunk District Office
2. Bucks -
   Bristol Office
3. Montgomery -
   Norristown Office
4. Chester
5. Delaware
6. Fulton
7. Franklin
8. Juniata
9. Perry
10. Dauphin
11. Allegheny
12. Butler
13. Schuylkill
14. Lehigh

APPENDIX B

INTERVIEW GUIDE - JOB ANALYSIS

PURPOSE: The job analysis phase of the Job Trials project is designed to provide a complete and accurate description of the ATT position and its requirements as it exists in the Southeastern region of the DPW. The Job Trials selection instruments for ATT will be based on this information. Also, these data will be used when criterion measures are developed for evaluating the validity of both the Job Trials and the current selection techniques.

PROCEDURE: Job data will be obtained through individual interviews of 35 incumbent ATTs and 14 first line supervisors of ATTs. Additional information will be obtained from Personnel Officers in the CBAs, from representatives of the Pennsylvania Social Services Union which represents the ATTs in the Southeastern Region, and from personnel involved in the training program for ATTs.

During each of the individual interviews, interviewers will attempt to obtain information in the following areas:

1. Work performed: Each interviewee will be asked to give a complete description of the duties performed by ATTs. For each duty listed, he or she will be asked to give a step-by-step description of the tasks performed in its execution. In the course of this discussion the interviewer will determine the following characteristics of the duty:

   a. its relative importance (in terms of time spent in its performance) among the various duties of the job.

   b. its difficulty and complexity.

   c. the types of materials (e.g. forms) used.

   d. the types and extent of instructions received (e.g. verbal, written).

   e. the types and extent of instructions given.

   f. the types and extent of supervision received.

   g. the types and extent of supervision given.

   h. the degree of accuracy required.

   i. the consequences of incorrect performance.

   j. the types and extent of interpersonal relationships involved.

   k. the types and extent of training received.

   l. the type and level of decisions made.

2. Knowledges, skills, and abilities necessary to enable an individual to perform the work of an ATT successfully. Each interviewee will be asked to give his or her opinion of what K,S, and As are required to perform the duties of an ATT. Interviewers will attempt to obtain input in each of the following areas:

   a. types and amount of education needed. (The amount of general education necessary as well as education in specific areas.)

   b. amount of training needed. Interviewers will determine how much in-service, out-service and on-the-job training is needed.

   c. types and amount of previous experience needed. Interviewers will determine if particular types of previous work experience (either paid or voluntary) are needed.

   d. aptitudes needed. Interviewers will determine what degree of the following aptitudes are needed: verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity.

   e. psychological make-up required. Interviewers will try to determine if there are certain personal characteristics which are required.

   f. physical abilities required. Interviewers will determine what physical activities are part of the job and what physical abilities individuals must possess to perform these activities.

   g. verbal communications skills needed. Interviewers will determine to what extent and at what level ATTs must be able to communicate verbally in performing their duties.

   h. relevant biographical data. Interviewers will attempt to determine if there are specific elements in certain individual's backgrounds which enable them to be better ATTs.

   i. relevant interests. Interviewers will attempt to determine if individuals with specific interests, hobbies, or avocations are particularly successful as ATTs.

QUESTIONS: To obtain the types of information which are listed in the previous section, interviewers can use questions such as the following when interviewing ATTs:

1. What is the most important part of your job? I.E. What is your most important duty? Tell me what you do step-by-step.

2. How much of your time do you spend on this duty? Average number of hours per week or per month? (Interviewer can convert these figures to percentages)

3. Do you work with other people when you perform this duty? Who? How? Do you ask questions? Give information?

4. If you deal with clients, are there particular problems that you must deal with regularly? What are they?

5. Do you have to fill out forms in doing this duty? What are they?

6. Who supervises you when you perform this duty? How much does he or she supervise?

7. Do you supervise anyone else when you perform this duty? Who? How?

8. Are there rules or instruction that you must follow to do this duty? Written? What? Laws? Manuals?

9. What kind of decisions do you make?

10. What problems would occur if you made a mistake?

11. In your opinion, what should we look for in people if we want to find someone who could do this duty well? Education? Type? Amount? Experience? Type? Amount? Training? Type? Amount? Background? Type? Personality type? Special skills?

12. What is your second most important duty?

13-22. Repeat questions 2-11.

23. What is your third most important duty? etc.

24. What is the most difficult part of your job?

25. Are there certain things that you do in all or most of your duties?

26. Are there certain things which you do very rarely or only in special cases? Are any of these extremely important?

27. What should we look for in a person if we want to find someone who can do your whole job well? Education? Training? Experience?, etc.

When interviewing first line supervisors, similar questions can be used.

In addition, questions such as the following may be helpful·

How do you determine if an ATT is doing an adequate job?
How do you evaluate work performance?

The interviewers will also collect critical incidents for use as the basis for test material.

APPENDIX C

JOB ANALYSIS SHEET

D.O.T. #

JOB NAME

EVALUATOR

ORGANIZATION

DATE

	Extent to Which Required in Job (Check One)			Complexity of Activity (Check One)		
	Not Req'd	Minor Req'mnt	Major Req'mnt	Follows Set Prcdrs	Some Decision Making Involved	High Level Decision Making
Machines						
Trade Knowledge or Educational Development						

126

JOB ANALYSIS SHEET (cont'd.)

	Extent to Which Required in Job (Check One)			Complexity of Activity (Check One)		
	Not Req'd	Minor Req'mnt	Major Req'mnt	Follows Set Procedures	Some Decision Making Involved	High Level Decisi Makin
Trade Knowledge or Educational Development (cont'd.)						
Work Behavior						

APPENDIX D

JOB SPECIFICATIONS

INCOME MAINTENANCE WORKER TRAINEE 4470

Definition: This is beginning level work of a training nature in the field of income maintenance.

An employe in this class participates in an in-service training program designed to develop knowledges and skills necessary for determining eligibility for financial and related income maintenance programs. Work involves a variety of beginning-level duties in the area of interviewing applicants and investigating resources to secure, evaluate and interpret data essential to making a decision on eligibility. Work assignments are limited in scope and complexity and are performed under very close supervision. Training and supervision are carried out through individual and group conferences, review of records, and attendance at training courses which stress interviewing techniques and the application of pertinent policies and procedures. Work is performed in accordance with established procedures under the immediate supervision of an Income Maintenance Supervisor or other administrative supervisor.

Examples of Work Performed: Participates in an in-service training program relating to the principles, practices, and procedures of income maintenance, with emphasis on the medical assistance and food stamp programs.

Interviews applicants and assists in determining eligibility for income maintenance programs such as medical assistance and the food stamp program.

Determines aspects of eligibility such as age, residence, legally responsible relatives, income; contacts public institutions, banks and other sources concerning client resources.

Enters current administrative transactions on case records; assists in clearing cases with other agencies; obtains medical, educational and vocational data.

Participates in home visits to applicants who are unable to travel to the office.

Attends staff meetings and training sessions and participates in various training activities.

Performs related work as required.

Required Knowledges, Skills and Abilities: Knowledge of basic arithmetic.

Knowledge of general office procedures.

Some knowledge of the principles and practices of conducting interviews and investigations.

Some knowledge of current social and economic problems.

Some knowledge of individual and group behavior.

Ability to learn to interpret and apply manual policy, procedures and regulations.

Ability to establish and maintain positive working relationships.

Ability to communicate effectively, both orally and in writing.

Minimum Experience and Training: One year of experience at the level of a Clerk II in a budget or medical function, or two years of experience as a Clerk II in any other function in an income maintenance office;

or

Three years of experience in interviewing, investigating or work requiring the analysis and interpretation of data; or any equivalent combination of experience and training.

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INCOME MAINTENANCE WORKER I 4471

Definition: This is technical work in the field of income maintenance. An employe in this class performs a variety of eligibility determination operations for related income maintenance programs, such as medical assistance and food stamps; or participates in on-the-job training in performing a variety of beginning level duties to promote technical development and competence in determining eligibility for financial and other related income maintenance programs. Work involves interviewing applicants and investigating resources to secure, evaluate and interpret data essential to making a decision on eligibility. Work may require contact with various community agencies and institutions. The employe participating in training attends individual and group sessions and conferences which stress the application of policies and procedures and interviewing principles and techniques. Initially work assignments are somewhat limited in scope and complexity and are performed under close supervision. As the employe acquires knowledge and skills, more latitude in judgment is exercised. Work is performed in accordance with established procedures under the immediate supervision of an Income Maintenance Supervisor or other administrative supervisor.

Examples of Work Performed: Interviews applicants to determine eligibility for income maintenance programs, such as medical assistance and the food stamp program.

Interviews applicants and assists in determining eligibility for financial and other related income maintenance programs.

Determines aspects of eligibility such as age, residence, legally responsible relatives, income, indebtedness and resources of an applicant; contacts public institutions, banks and other sources of information.

Evaluates requests for allowances for medical and employment transportation, moving costs and other grants conforming to agency requirements.

Makes home visits to applicants who are unable to travel to the office.

Enters current administrative transactions on case records; clears cases with other agencies; obtains medical, educational and vocational data.

Determines occurrence and circumstances of overpayments and refers information to the Bureau of Claim Settlement.

Refers applicants to the social services ataff when this need is indicated.

Performs related work as required.

Required Knowledges, Skills, and Abilities: Knowledge of the operation of an income maintenance office.

Knowledge of basic arithmetic.

Knowledge of the principles and practices of conducting interviews and investigations.

Knowledge of current social and economic problems.

Some knowledge of individual and group behavior.

Ability to determine eligibility for medical assistance and the food stamp program.

Ability to select, interpret and apply manual policy, procedures and regulations.

Ability to establish and maintain positive working relationships.

Ability to communicate effectively, both orally and in writing.

Minimum Experience and Training: Six months of experience as an Income Maintenance Worker Trainee; or one year of experience in eligibility determination in an income maintenance program; and completion of the department approved income maintenance training program.

APPENDIX E

INSTRUCTIONS GIVEN TO "NEXT RESPONSE" RATERS

As an expert we would like to ask you to help us evaluate some statements from a test situation that an interviewer might make. First, let me give you some background.

I am from the Job Trials Research Center in Philadelphia. We develop and validate job relevant employment tests, which we call Job Trials. We are largely funded by the U. S. Dept. of Labor, but we also receive additional funds from client organizations for whom we develop the tests. We have recently developed a Job Trial for Public Assistance Workers. One part of the Job Trial is a subtest of interviewing skill. That is the part we would like you to help us score.

Here's how it was presented to the testees. They heard tape recordings of small parts of some interviews between an assistance worker and a client. When a tone sounded the tape was stopped and the testees had 1 minute to write down what they would say next if they were the assistance worker. Before each interview tape the testees were given a short briefing.

In a similar way, you will also be given a briefing and will then hear the interview tape. Next you will be given 91 statements for that interview written by the different testees. Each statement is typed on a separate 3 x 5 index card. We ask you to read each one and judge how good or bad it is. There are 11 categories. Judge each statement as though you were actually sitting in on the interview and the typed statement was what you heard. Put a card in Pile #1 if you think it is a very bad response; put it in Pile #11 if you feel it is an excellent response. The better you think the response is, the higher # pile you should put it in. Feel free to change piles if you change your mind.

Try to use all 11 piles in sorting the statement cards. Be as objective and fair as you can with these evaluations. If a response is incomplete, just judge what is there, don't try to read into it. Now, here is the 1st mini-briefing that the testees got:

> Inexpensive or free child care services are available for assistance clients.

O.K., now this is the 1st interview tape.

(Tester: play tape of 1st interview.)

Now, these are the "next statements" to the 1st interview written by the testees. Please rate each one and let me know when you are finished. Start by looking through a few to get an idea of what they say.

(Tester: give out cards for 1st interview. When rater is finished with 1st sorting say:)

Now go through the statements in each pile and make sure that you are satisfied that they belong there. Feel free to switch statements from one pile to another if you think you should.

(Tester: when rater is finished with statements to interview #1, collect cards, and say:)

O.K. Here is the briefing the testees got for interview #2:

> If medical treatments require traveling, clients can get extra money from the Assistance Office for that purpose.

Now, here is the 2nd interview.

(Tester: play second interview.)

O.K., these are the statements to the 2nd interview. Please rate each one and let me know when you are finished.

(Tester: give out cards for 2nd interview. When rater is finished sorting say:)

Now go through the statements in each pile and make sure that you are satisfied they belong there. Feel free to switch statements from one pile to another if you think you should.

(Tester: when rater is finished, collect cards and say:)

Here is the briefing for interview #3:

A client has the right to appeal actions of the Assistance Office.

Now, here is the tape of interview #3.

(Tester: play tape; give out cards; have rater rate cards; have rater go through cards 2nd time to make sure ratings are where he wants them; collect cards and say:)

Here is the briefing for interview #4:

When an interview isn't progressing, end it and reschedule it for another time.

Now, here is the tape of interview #4.

(Tester: play tape; give out cards; have rater rate cards; have rater go through cards 2nd time to make sure ratings are where he wants them; collect cards and say:)

Here is the briefing for interview #5:

A client who is not being truthful with the Assistance Office risks having his Assistance grant stopped.

Now, here is the tape of interview #5.

(Tester: play tape; give out cards; have rater rate cards; have rater go through cards 2nd time to make sure ratings are where he wants them; collect cards.)

(Thank rater and dismiss him/her.)

APPENDIX F

NEXT RESPONSE EXAMPLES

PROBLEM #1

Briefing: Inexpensive or free child care services are available for assistance clients.

1. VERY POOR	2. POOR	3. SATISFACTORY	4. GOOD	5. EXCELLENT
We only allow $282.00 per month.	Look into a neighborhood day care center or headstart program.	Under certain situations and verification we can allow reasonable cost for child care if we have gainful employment...	There are inexpensive child care programs and some free programs that can be utilized by you if you wish to work.	There are several low-cost or free child-care centers for people in your situation. Do you wish to explore that possibility?
Before this office can consider child care allowance in your case, you will have to submit...	Refer her to a child care agency or suggest that she contact a neighbor. Refer her to community head start center.	Did you know that there is free child care available for public assistance recipients? I suggest you look into this so you can try to get a job.	There is available inexpensive and free child care for you. Would you like a listing of these agencies so that you can contact them?	There are child care services available for assistance recipients and they are either free or quite inexpensive. This could enable you to go back to work or receive training.
Tell client to see if she can make arrangements to find an inexpersive babysitter so that she will be able to go back to school or part-time work.				

NEXT RESPONSE EXAMPLES

PROBLEM #2

Briefing: If medical treatments require traveling, clients can get extra money from the Assistance Office for that purpose.

1. VERY POOR	2. POOR	3. SATISFACTORY	4. GOOD	5. EXCELLENT
More information is needed concerning report from hospital concerning condition. Our office will contact you with...	Give client carfare to go back and forth to the clinic or have the client bring in the cab voucher so that her money will be reimbursed.	That is no problem. We can give you money for your transportation costs to the clinic.	Carfare can be approved for you if you can get verification from your doctor, verifying how often you attend clinic. This allowance can be added to your grant.	If you are required to go for medical treatment we do provide extra money for transportation. This is in addition to your regular assistance grant.
	Explain to client verification is needed on attendance at clinic and amount of time each month she is attending and she would be eligible.	We will pay for public transportation if you verify dates you go to the clinic and the amount of transportation cost to you.	Public assistance can provide for transportation to the doctor or clinic. With verification, it can be included in your grant.	If you need help, DPA can allow you money for medical transportation. Let me explain how it works...

175

176

NEXT RESPONSE EXAMPLES

PROBLEM #3

Briefing: A client has the right to appeal actions of the Assistance Office.

1. VERY POOR	2. POOR	3. SATISFACTORY	4. GOOD	5. EXCELLENT
Have the client sign an appeal form and submit one copy to a lawyer. Issue client 162-A 15-day notice.	Do you wish to appeal this action?	Mrs. Martin, you do have the right to appeal our decision if you feel as though you are not being treated fairly or do not go along with your check being decreased.	Mrs. Martin since you don't agree with our decision you have a right to appeal. All you have to do is complete the appeal form.	Mrs. Martin, it is your right to appeal the decision to reduce your grant. I can help you to arrange the appeal.
When client calms down refer her to Community Legal Services, so that she can appeal, as she is too upset to do it on her own.	You do have the option to appeal any decision we make. That's your right. But as it stands, your grant will have to be decreased.	Mrs. Martin, you have the right to appeal any decision made by our agency that affects you.	Mrs. Martin, if you disagree with this decision, you have the right to file an appeal. Would you like to take that action?	You have the right to file an appeal about the amount of your grant with DPA if you wish. I will give you the information on how to do so if you...
			We are concerned about your situation and want to make it clear that you have the right to appeal any adverse agency action which you feel is unjust.	

NEXT RESPONSE EXAMPLES

PROBLEM #4

Briefing: When an interview isn't progressing, end it and reschedule it for another time.

1. VERY POOR	2. POOR	3. SATISFACTORY	4. GOOD	5. EXCELLENT
Complete the interview with notation in record of the conditions at time of visit.	I will send you an appointment slip for another time that is convenient for you.	Mr. Landis - I do feel this is not the time for us to discuss your eligibility for assistance. I'm going to come back next week, please try to be by yourself so we can get...	It seems I've come at a bad time. Please come to our office tomorrow and bring verification of your household expenses.	Mr. Landis, I will be leaving now. I am rescheduling you for another appointment next week. Please have your gas and electric bills available.
Can you come in to the office tomorrow? It's too damn noisy for me in here.	Due to all of the distractions another interview is being scheduled so that I can get all the information.	I'll give you another appointment to redetermine your eligibility for public assistance. Which appointment would be appropriate for you, Monday or Thursday?	Perhaps we should reschedule your interview for another time. How about next Monday at 2:00? Please have your rent book and utility bills ready.	It's obvious that you are busy. Perhaps an office visit would be better. Let's say tomorrow at 10:30. Please bring rental and utility receipts with you.

179

139

180

NEXT RESPONSE EXAMPLES

PROBLEM #5

Briefing: A client who is not being truthful with the Assistance Office risks having his Assistance grant stopped.

1. VERY POOR	2. POOR	3. SATISFACTORY	4. GOOD	5. EXCELLENT
Will you remember if your next check is held?	Your answers don't satisfy me. I feel some verification is needed to determine if you are eligible to continue receiving assistance, and I intend to do this.	Mr. Connors, agency regulations state that your assistance can be cut off if you do not report changes in your situation. In this case you should have reported all your income.	Mr. Connors, any false statements you make could jeopardize your eligibility for assistance.	Mr. Connors, do you realize that your assistance checks may be withheld or stopped if you do not cooperate fully in informing our office of changes in your circumstances - especially the receipt of money?
I think you better give me your cousin's name and address to see if you were paid. You are also expected to provide facts...	Verification needed from client's cousin of his employment dates and amount of income received.	Mr. Connors, if you don't tell the truth, you will not be able to continue to receive assistance. We have to check all your answers.	Mr. Connors, you are the primary source of information and if you falsify information your assistance can be terminated.	Mr. Connors, it is only fair to warn you that statements you make regarding your residence and work history can, if not true, affect your eligibility.

APPENDIX G

Income Maintenance Worker
Test Validation Project

Rater Questionnaire

1. Your name _____.

2. Your sex: ☐ Male ☐ Female

3. How do you describe yourself?

   1. ☐ Black
   2. ☐ Spanish American/Puerto Rican
   3. ☐ White
   4. ☐ American Indian
   5. ☐ Oriental
   6. ☐ Other (specify) _____.

4. What is your current job title?

   1. ☐ Income Maintenance Supervisor
   2. ☐ Income Maintenance Manager I
   3. ☐ Casework Supervisor II
   4. ☐ Casework Supervisor III
   5. ☐ Other (specify) _____.

5. What is your relationship to the people you are rating?

   1. ☐ First line supervisor
   2. ☐ Second line supervisor

6. Please list the name and job title of each worker you are rating. Also please list how long you have supervised each worker

	Worker's Name	Worker's Title	Length of Time Supervised
1.			
2.			
3.			
4.			
5.			
6.			
7.			

APPENDIX H

WORK SPECIFIC RATING INSTRUMENT

Worker's Name: _____

INTERVIEWING

This factor relates to the worker's ability to communicate effectively with clients. The worker's ability to ask appropriate questions, extract pertinent information from the answers, perceive clues in the answers that require further pursuit, give appropriate and understandable explanations of policy, etc. are included in this factor.

Excellent interviewer. Always obtains all necessary information from client. Conducts friendly, efficient interviews. Asks follow-up questions when needed. Explains policy and gives information clearly and effectively. ☐

When an applicant reports that he or she stopped working 4 months ago, the worker tries to determine what the applicant has been doing for the last 4 months. ☐

Usually obtains basic information. Sometimes doesn't get enough detail or ask follow-up questions. Explains policy and gives information adequately most of the time. ☐

During an RE interview the worker asked the client about her missing husband. The client replied "I saw him the other day and he isn't working." The worker noted this fact in the narrative but did not ask any follow-up questions. ☐

Often the worker needs to call or visit a client 2 or 3 times to obtain RE information because the worker forgets to ask certain questions at the first visit. ☐

Often fails to get information. Never asks follow-up questions. Gives clients little information, and fails to explain policy and actions. ☐

 Worker's Name: _____

CALCULATING BUDGETS, DETERMINING ELIGIBILITY AND CALCULATING GRANTS

This factor relates to whether the worker collects appropriate financial (income, etc.) data, whether he or she enters the data on the appropriate forms, whether he or she applies appropriate allowances, etc., and to how accurately he or she performs calculations.

Worker never makes a budget, eligibility, or grant mistake. Calculations are exact. ☐

In households with multiple grants, the worker is always able to assign all income to the appropriate unit, to assign each person to the right unit, and to make all eligibility and grant calculations correctly. ☐

The worker rarely makes a mistake in using the income tax tables or in calculating the allowance for income tax. ☐

Worker usually does budgets correctly. Mistakes are usually minor. ☐

The worker occasionally makes a mistake in calculating the expected LFR contribution of the parent of an unemancipated minor child. ☐

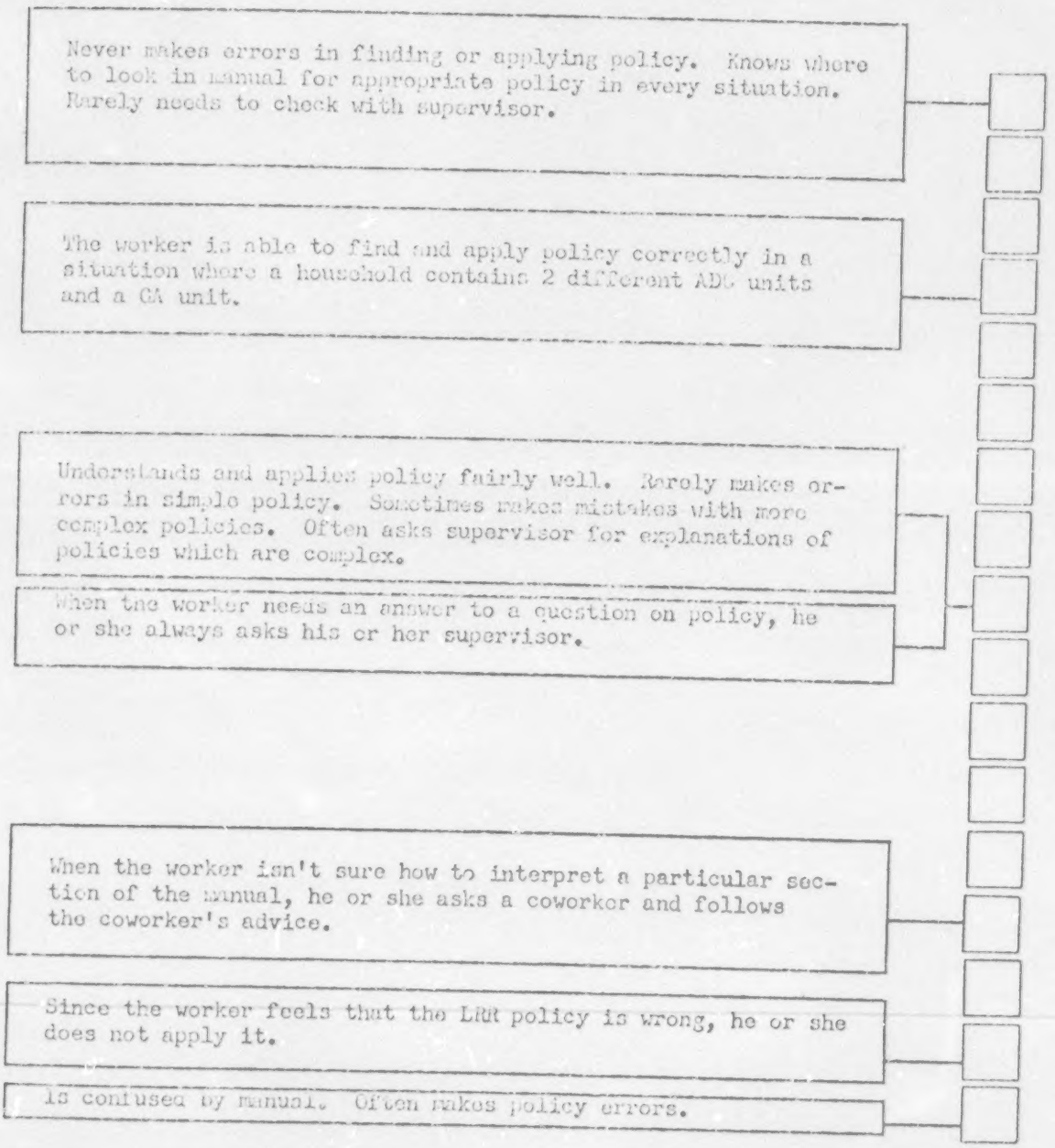
Occasionally the worker will deliberately classify a GA case as ADC to give the client an extra $50. deduction from income. ☐

Worker frequently makes budget and eligibility errors. ☐

Worker's Name: _____

READING, UNDERSTANDING, INTERPRETING, AND APPLYING POLICY IN THE ASSISTANCE MANUAL

This factor relates to how thoroughly the worker understands what he or she reads in the manual, and how effectively he or she can find, apply, and interpret appropriate policy.


Never makes errors in finding or applying policy. Knows where to look in manual for appropriate policy in every situation. Rarely needs to check with supervisor.
The worker is able to find and apply policy correctly in a situation where a household contains 2 different ADC units and a GA unit.
Understands and applies policy fairly well. Rarely makes errors in simple policy. Sometimes makes mistakes with more complex policies. Often asks supervisor for explanations of policies which are complex.
When the worker needs an answer to a question on policy, he or she always asks his or her supervisor.
When the worker isn't sure how to interpret a particular section of the manual, he or she asks a coworker and follows the coworker's advice.
Since the worker feels that the LRR policy is wrong, he or she does not apply it.
Is confused by manual. Often makes policy errors.

 Worker's Name: _____

COMPLETING CASE RECORDS

This factor relates to how completely and accurately the worker fills out the forms in the case records, to the completeness and clarity of the narratives, and to how well information is verified.

Case records could be used as textbook models of "how to do them perfectly". All information is entered completely and accurately.

The worker always notices when a child becomes CE and makes appropriate changes in the case records.

Case records are generally complete and accurate. Occasionally there is missing or unsupported data. Narratives are understandable but not exceptional.

Occasionally when the worker has a WIN referral, he or she fails to attach a copy of the 21-J.

When completing a 21-F, the worker sometimes writes the names of LRRs but makes no entries for their addresses.

The worker has a client for whome he or she has done 3 REs. Each time the worker has written "client's statement" in the "how verified" block after entering a $58 Social Security payment on the 21-G.

Records often have missing or unverified information. Narratives are incoherent.

 Worker's Name: _____

ORGANIZING WORKLOAD

This factor relates to how effectively the worker establishes and maintains priorities, schedules and keeps appointments, meets deadlines, and keeps up with the volume of work.

Extremely well organized. Meets all deadlines. Handles extra work (SWEEP, etc.) easily. ☐

When a general increase in social security benefits is announced, the worker always makes adjustments to the appropriate case records within the specified time limit and also keeps his or her entire caseload in coverage. ☐

☐

☐

☐

☐

☐

Usually meets deadlines. Sometimes has minor problems with workload, particularly at time of mass grant changes, etc. Occasionally is late for appointments, but usually has a good reason. ☐

When a mass grant change comes through, the worker usually misses a few case records which should be updated. ☐

A client's request for funds for dentures can sometimes be found in the worker's in-basket two weeks after receipt. ☐

☐

The worker rarely sends out appointment letters to schedule RE interviews. He or she either telephones right before leaving the office or "drops-in" on the clients. ☐

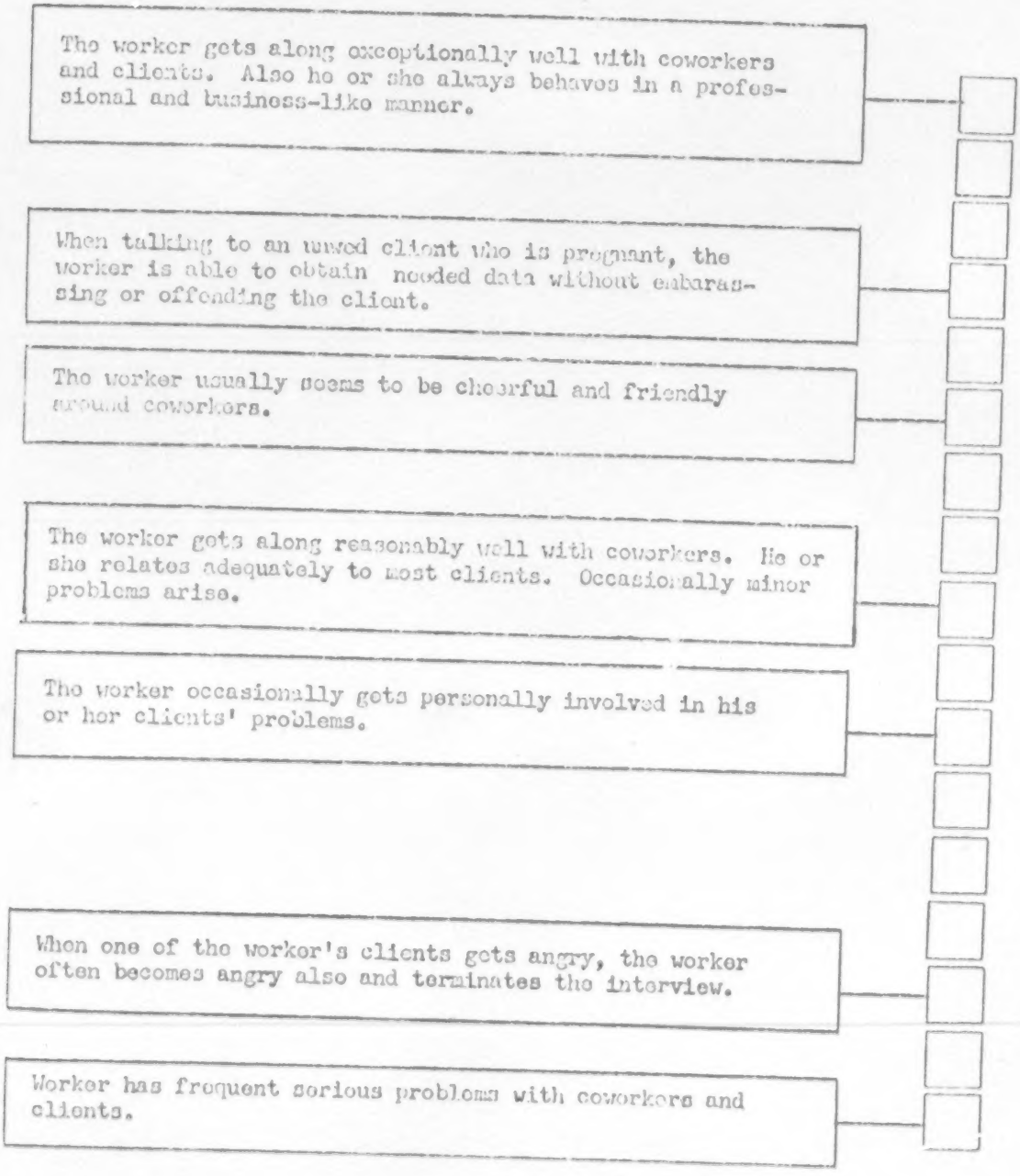
☐

Poorly organized. Frequently has scheduling problems. Has serious problems meeting deadlines, particularly when SWEEP, mass grant change, etc. come along. ☐

Worker's Name: _____

RELATING TO CLIENTS, COWORKERS, ETC.

This factor relates to the worker's ability to establish and maintain friendly, businesslike working relationships with clients, coworkers, and supervisors.


The worker gets along exceptionally well with coworkers and clients. Also he or she always behaves in a professional and business-like manner.
When talking to an unwed client who is pregnant, the worker is able to obtain needed data without embarassing or offending the client.
The worker usually seems to be cheerful and friendly around coworkers.
The worker gets along reasonably well with coworkers. He or she relates adequately to most clients. Occasionally minor problems arise.
The worker occasionally gets personally involved in his or her clients' problems.
When one of the worker's clients gets angry, the worker often becomes angry also and terminates the interview.
Worker has frequent serious problems with coworkers and clients.

APPENDIX I

Overall Ranking

Please consider the overall performance of each of the employes you have just rated. Take into account their performances on each of the six individual factors. Also, consider any other work related factors which influence your overall opinion of their performances. Please list the names of your employes below in order of their overall performance. List the best employe beside number 1, the next best worker beside number 2, etc. List only one employe beside each number.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPENDIX J

BIOGRAPHICAL INFORMATION

Instructions: Circle the appropriate number and fill in the answer blanks as necessary.

1. Name (please print) _____

2. What is your present job title?

   1. IMWT
   2. IMW I
   3. IMW II

3. What is your current assignment?

   1. Ongoing caseload
   2. Intake
   3. Medical Assistance
   4. Food Stamps
   5. Other (specify) _____

4. Were you promoted to IMWT from another County Board job?

   1. No
   2. Yes

5. If your answer to question 4 was yes, what was your previous County Board job?

   1. Clerical
   2. Human Services Aide
   3. Other (specify) _____

193

6. How did you meet the IMWT experience requirement?

   1. Three years of interviewing, investigating, data collection, etc.
   2. One year at the level of a Clerk II in a budget or medical function in a CBA
   3. Two years at the level of a Clerk II in any other function (except budget or medical) in a CBA
   4. Three years of college
   5. Three years of registered-nurse's training
   6. Associate Degree from an accredited school
   7. Other (specify) _____

7. How long have you been an IMWT?
   OR: How long were you an IMWT (or ATT)?

   1. 1 month
   2. 2 months
   3. 3 months
   4. 4 months
   5. 5 months
   6. 6 months
   7. 1 year
   8. Other (specify) _____

8. How long have you been an IMW I (or AT I)?
   OR: How long were you an IMW I (or AT I)?

   1. never
   2. 3 months
   3. 6 months
   4. 9 months
   5. 1 year
   6. 2 years
   7. 3 years
   8. 4 years
   9. Other (specify) _____

9. How long have you been an IMW II?

   1. never
   2. 3 months
   3. 6 months
   4. 9 months
   5. 1 year
   6. 2 years
   7. 3 years
   8. 4 years
   9. Other (specify) _____

10. How long have you worked in any capacity for the Pennsylvania Department of Public Welfare?

1. 6 months
2. 1 year
3. 2 years
4. 3 years
5. 5 years
6. 7 years
7. 10 years
8. 15 years
9. Other (specify) _____

11. How many years of school have you completed?

1. less-than-10 (specify) _____
2. 10
3. 11
4. 12
5. 13
6. 14
7. 15
8. 16
9. more-than-16 (specify) _____

12. What is your race?

1. White
2. Black
3. Other (specify) _____

13. What is your sex?

    1. Male
    2. Female

14. What is your social security number?

    social security number: _____

APPENDIX K

RATING I

In order to become an IMWT/IMW you took a Civil Service test. Think back to that test. We would like to know the extent to which the abilities involved in answering that Civil Service test relate to the skills needed in your job. Please rate the relevance that the Civil Service test had to your job by circling the appropriate number on the four point scale below -- (1) being very little relevance and (4) being a great deal of relevance.

RELEVANCE TO JOB

1 2 3 4

RATING II

We would like to know the extent to which the abilities involved in answering each of the previous nine Job Trial Components relate to the skills needed in your job. Please rate the relevance that each Component has to your job by circling the appropriate number on the four point scale below -- (1) being very little relevance and (4) being a great deal of relevance.

JOB TRIAL COMPONENTS	RELEVANCE TO JOB
1. Calculating and Filling out Assistance Payment Worksheets	1 2 3 4
2. Determining Eligibility for a Sullivan Grant	1 2 3 4
3. Solving Mathematics Problems	1 2 3 4
4. Finding a Section of the Policy Manual	1 2 3 4
5. Choosing the Correct Policy from Four Alternatives	1 2 3 4
6. Determining Work Needed from Files	1 2 3 4
7. Scheduling Work	1 2 3 4
8. Filling out a Form Based on an Interview	1 2 3 4
9. Continuing an Interview (What You Would Say Next)	1 2 3 4

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RATING III

A person who did poorly on this Job Trial Component...	...would not be good at this part of the IMWT's job.	Do you agree?	
		Yes	No
Calculating and Filling Out Assistance Payment Worksheet	Computes Budgets	0	0
Calculating and Filling Out Assistance Payment Worksheet	Determines Eligibility for Grants	0	0
Determining Eligibility for a Sullivan Grant	Determines Eligibility for Grants	0	0
Solving Mathematics Problems	Computes Budgets	0	0
Finding a Section of the Policy Manual	Reads DPW Policy Manual	0	0
Choosing the Correct Policy from Four Alternatives	Reads DPW Policy Manual	0	0
Determining Work Needed from Files	Organizes Workload and Scheduling	0	0
Scheduling Work	Organizes Workload and Scheduling	0	0
Scheduling Work	Schedules Appointments	0	0
Filling Out a Form Based on an Interview	Fills out Forms	0	0
Filling Out a Form Based on an Interview	Interviews Clients	0	0
Continuing an Interview (What You Would Say Next)	Interviews Clients	0	0